

ESSENTIAL STANDARDS

FIFTH GRADE

Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Assessment	Extension Standards
<p>What is the essential standard to be learned? Describe in student friendly vocabulary</p>	<p>What does proficient work look like? Provide an example or description</p>	<p>What prior skills, or vocabulary needed for a student to master this standard?</p>	<p>When will this skill be taught?</p>	<p>What assessments will be used to measure student mastery?</p>	<p>What will we do when students have already learned this?</p>
<p>Word Study 5.3(A)- use print or digital resources to determine the meaning, syllabication, pronunciation, and word origin 5.3(B)- use context within and beyond a sentence to determine relevant meaning of unfamiliar words or multiple-meaning words 5.3(C)- identify meaning of and use words with affixes such as trans-, super-, -ve, and -logy and roots such as geo and photo</p>	<p>Students will be able to use the information in the question or text to determine the meaning of an unfamiliar word.</p> <p><i>(for example, if the question uses a greek root, they student would understand how greek roots work, and would be able to identify the meaning of the word)</i></p>	<p>Students will need to understand how a dictionary (online or paper) works, and how to find words. <i>(they may need to be taught to identify suffixes that would need to be removed before they look up a word)</i></p> <p>Students will also need to be taught affixes and root words, as well as the different types of context clues that are used in writing.</p>	<p>This skill will need to be explicitly taught, but can be taught using IXL checklists during station rotations, or it can be included in daily warm-ups to be spiraled throughout the year.</p>	<p>This standard, but this will also be assessed in common assessments, as well as during daily warm-ups.</p>	<p>Students that have shown mastery can:</p> <ul style="list-style-type: none"> - Be challenged with harder vocabulary, or higher roots/affixes - Create their own context clues for a vocabulary word.

<p>I can determine the meaning of an unfamiliar word using the dictionary, context clues, or roots and affixes.</p>					
<p>5.7(C)- use text evidence to support an appropriate response</p> <p>I can use text evidence to identify or explain a statement or claim.</p>	<p>Students will be able to select relevant evidence to support the claim or idea, and will be able to explain using details.</p>	<p>Students will need to be taught the different steps and requirements of RACES.</p> <p>They will also need to understand what evidence is and be able to explain the evidence as it ties into the main idea.</p>	<p>This will need to be explicitly taught and will need to be spiraled in throughout the year to maintain relevance and mastery.</p>	<p>This will be a part of focus areas and projects, as well as tested in common assessments.</p> <p>We will also allow for reteach in the form of warm-ups, checkpoints, and exit tickets.</p>	<p>When students show mastery, we will push them to read higher texts.</p>
<p>5.6(E) make connections to personal experiences, ideas in other texts, and society.</p> <p>I can make connections between two passages using text evidence to support the connection.</p>	<p>Students will be able to understand that two texts can be similar and different, and will be able to write about the shared ideas between two texts using details from the text to support their connections.</p>	<p>Students will need to understand that texts can be connected- even if they are different genres.</p> <p>They will also need to understand vocabulary that deals with similarities and differences, as well as be able to pull out and identify the main idea of a text using supporting details.</p>	<p>This skill will need to be explicitly taught, and then will need to be spiraled throughout the year in stations/ warm-ups.</p>	<p>This will be tested in Common Assessment 2.</p> <p>Then it will be retaught during warm-ups, exit tickets, and checkpoints throughout the year.</p>	<p>When students show mastery, we can have them keep practicing with different texts in different genres.</p> <p>Challenge- write their own paired passage (for example: they could write a biography about a person, and then write a short nonfiction passage about a topic related to that person!</p>

<p>5.6(F)- make inferences and use evidence to support understanding</p> <p>I can use text evidence make and explain a conclusion I made about the reading.</p>	<p>Students will be able to come up with their own logical conclusion and will be able to explain that conclusion with relevant evidence.</p>	<p>Students will need to be taught what an inference is and will need to be taught how to explain and support the evidence they choose to support their inference.</p>	<p>This will need to be explicitly taught and will need to be spiraled in throughout the year to maintain relevance and mastery.</p>	<p>This will be a part of focus areas and projects, as well as tested in common assessments.</p> <p>We will also allow for reteach in the form of warm-ups, checkpoints, and exit tickets.</p>	<p>When students show mastery, we will push them to read higher texts and make more inferences using evidence to support.</p> <p>We may challenge them to write a response using RACES to support their inference.</p>
<p>5.7(D)- retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.</p> <p>I can summarize a fiction or nonfiction text in order using specific events/main ideas + details.</p>	<p>Fiction: Students are able to use <i>Somebody, Wanted, But, So</i> to come up with a summary, and can put it together in a logical manner.</p> <p>Nonfiction: Students can paraphrase a nonfiction passage using main ideas and details.</p>	<p>Fiction: Students will need to be taught the SWBS strategy, and how to put a summary together.</p> <p>Nonfiction: Students will need to know the difference between main idea and summary.</p>	<p>This will need to be explicitly taught in the beginning of the year, but then spiraled in throughout the year to maintain relevance and mastery.</p>	<p>This will be a part of focus areas and projects, but it will also be explicitly assessed in common assessments.</p> <p>We will also allow for reteach in the form of warm-ups, checkpoints, and exit tickets.</p>	<p>When students show mastery, we can push them to higher-level texts</p>

SMART GOALS

S.E.	2022 DATA	2023 GOAL	IMPROVEMENT STRATEGIES	STAAR '21 STEMS
<p><u>Word Study</u> 5.3(A)- use print or digital resources to determine the meaning, syllabication, pronunciation, and word origin</p> <p>5.3(B)- use context within and beyond a sentence to determine relevant meaning of unfamiliar words or multiple-meaning words</p> <p>5.3(C)- identify meaning of and use words with affixes such as trans-, super-, -ve, and -logy and roots such as geo and photo</p>	73%	75%	<p>To improve these SEs, teachers can:</p> <p>plan for implementing questions into warm-ups, putting resources on an IXL checklist</p> <p>doing card sorts, or other activities in stations</p> <p>finding a few words in every text to create activities with to have students practice these skills</p> <p>teach how to use the online dictionaries to students</p>	<ol style="list-style-type: none"> Read the dictionary entry for the word spot. spot \ˈspɑt\ verb 1. to locate something correctly 2. to mark with a stain that discolors clothing 3. to place something in a certain position 4. to notice or identify with the eye Which definition best matches the way the word spotted is used in paragraph 3? Which words from paragraph 12 of the story “Peace and Quiet” help the reader understand what prying means? In paragraph 5, what does the word prefers mean? Read the dictionary entry for the word arrange. arrange \ə-ˈrānj\ verb 1. to put in correct order 2. to make plans for something 3. to come to an agreement 4. to change a musical composition for a performance Which definition best matches the way arranged is used in paragraph 3?

<p>5.7(C)- use text evidence to support an appropriate response</p>	<p>56.57%</p>	<p>60%</p>	<p>To improve this SE, teachers can:</p> <p>provide warm-ups and exit tickets</p> <p>allow students to identify and write responses to support how evidence supports a claim or idea</p> <p>provide card sorts in a small group station that has students match evidence to claims and then providing writing opportunities for students to explain their rationale</p>	<ol style="list-style-type: none"> 1. Which sentence best supports the idea that hammocks have been used to help solve a problem? 2. Which sentence from the selection shows that Joshua John Ward was successful in choosing the design he used to create hammocks? 3. Which sentence suggests that hammocks were helpful to explorers who traveled by sea? 4. Which lines from the poem “Maple Street” support the idea that the speaker does not wish to be seen looking at others? 5. Which sentence does the author include to suggest that the girls on the new soccer team most likely appreciated the support they received?
<p>5.6(E) make connections to personal experiences, ideas in other texts, and society.</p>	<p>61.37%</p>	<p>65%</p>	<p>To improve this SE, teachers can:</p> <p>provide warm-ups using shorter passages</p> <p>lead a small group using shorter passages, and highlighting similar ideas between texts</p> <p>find connected passages to books in projects to provide background information, then having students analyze how the paired passages worked together</p> <p>create card sorts to have students pair shared ideas and different ideas using text evidence to support.</p>	<ol style="list-style-type: none"> 1. How are Desha in the story “Peace and Quiet” and the speaker in the poem “Maple Street” alike? 2. Which topic is addressed by the author of the story “Peace and Quiet” that is not addressed by the speaker of the poem “Maple Street”? 3. In the story “Peace and Quiet,” what does Desha value in a similar way as the speaker values the tree in the poem “Maple Street”? 4. Which statement describes a difference between the story “Peace and Quiet” and the poem “Maple Street”?

<p>5.6(F)- make inferences and use evidence to support understanding</p>	<p>67.62%</p>	<p>70%</p>	<p>To improve this SE, teachers can:</p> <p>provide warm-ups and exit tickets</p> <p>assign IXL activities, quizizz quick checks, or other technology-based assignments.</p>	<ol style="list-style-type: none"> 1. Why is Catalina’s experience with the injured scientist important to the plot? 2. Based on information from paragraph 7, the reader can conclude that Andy Lewis — 3. Read paragraph 8 from the story “Peace and Quiet.” <p>“Don’t you have a basketball game to watch?” I complained. So much for my perfect hideaway.</p> <p>Based on the paragraph, what can the reader infer about Desha?</p> 4. What is the most likely reason the poet refers to the tree as a “tower” in lines 18 and 29 of the poem “Maple Street”? 5. Based on stanza 1 (lines 1–13) of the poem “Maple Street,” the speaker most likely feels — 6. Read lines 1 through 3 from the poem “Maple Street.” <p>There’s no doubt where our street found its name:</p> <p>These lines suggest that the speaker thinks —</p> 7. From the information presented in paragraph 3, what can the reader conclude about the Nordkamp girls?
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5.7(D)- retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	54.92%	58%	To improve this SE, teachers can: provide warm-ups and exit tickets create assignments that have students compare two summaries, and have them identify the parts of SWBS, and then have them discuss which summary is better than the other.	1. What is the best summary of the story "Peace and Quiet"?
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