I can explain explicitly what the text says by using the author's words.
I can accurately quote from the text.
I can use the author's words and what I already know to draw inferences about a text.

This means I can make conclusions and support them using at least 3 details from the text.
I can determine the theme of a story using details in the text.
I can summarize the text.

This means I can briefly describe what happens in the story using the beginning, middle, and end of the story.
I can summarize the key ideas and details of a story including how characters respond to challenges.

This means I can briefly describe how characters respond to challenges in the beginning, middle, and end of the story.
I can identify specific details that describe characters, settings, and events in a story that are similar.
I can define comparing.
I can define contrasting.
I can identify how two or more characters, settings, and events in a story are similar.
I can use specific details from a text to compare two or more characters, settings, and events in a text.
This means that I can tell how characters, settings, and events are alike by giving two or more details from the text.
I can use specific details from a text to contrast two or more characters, settings, and events in a text.

This means that I can tell how characters, settings, and events are different.
I can identify the differences between two or more characters in a story.
I can recognize figurative language in a text such as similes, metaphors, personification, and alliterations, etc.
I can determine the meaning of words and phrases in texts.
I can determine the meaning of words and phrases that creates an image in the reader's mind. (including metaphors and similes used in a text)
This means I can identify a metaphor or simile within a text and explain its meaning.
I can explain how a series of chapters fit together to provide the overall organization of a story.
I can define influences.
I can identify events or situations that make a change to a point of view.
I can identify and describe the narrator's or speaker's point of view.
I can identify important events relevant to the author's point of view.
I can define analyze.
I can break into parts in order to evaluate or judge.
I can identify multimedia and visual elements within a text.
I can recognize meaning, tone, and beauty of text.
I can identify characteristics of a theme, topic, and genre.
I can compare how two or more stories of the same genre have similar themes or topics.
I can contrast how two or more stories of the same genre have different themes or topics.
I can identify key ideas and details in a literary text.
I can identify craft and structure in a literary text.
I can identify integration and knowledge and ideas in a literary text.
I can explain explicitly what the text says by using the author's words.
I can accurately quote from the text.
I can draw inferences using information from the text.

This means I can use the author's words and what I already know to make inferences and draw conclusions from the text.
I can explain how the supporting details of a text determine the main idea.
I can determine two or more ideas of a text.
I can explain how details support the main idea.
I can summarize the text.
I can summarize the main idea and key details.

This means I can identify the main ideas in informational text using supporting details.
I can define relationships and interactions.
I can explain the relationships or interactions between two or more: individuals, events, ideas, concepts.
I can use specific information from text to support the relationship identified between: individuals, ideas, concepts in multiple types of informational text.
I can identify vocabulary relevant to 5th grade.
I can determine the meaning of content vocabulary.
I can determine the structure (organization) of the text.
I can describe the structure (organization) using events, ideas, and concepts from the text.
I can describe an event and main idea from multiple accounts.
I can distinguish whether an account is first hand or second hand.
I can compare and contrast different accounts of the same topic or event.

This means I can listen or read multiple accounts of the same topic or event and explain how they are alike and similar.
I can describe how different points of view are alike and similar.
I can support why I think the way I do with at least 3 pieces of evidence from the text.
I can obtain information from sources.
I can collect information and data.
I can recognize digital sources as anything non-print.
I can identify problem solving steps.
I can identify the meaning of a text based on the author's points.
I can provide evidence and reasons to support each of the author's points.
I can explain how an author uses evidence and reasons to support their point in a text.
I can identify the same information from two different texts on the same topic.
I can integrate (combine) information from several texts on the same topic. This means I can integrate (combine) information from different texts to understand more about the topic.
I can identify key ideas and details in a grade level informational text.
I can identify craft and structure in a grade level informational text.
I can identify integration and knowledge and ideas in a grade level informational text.
I can decode words.
I can break down a word into syllables.
I can identify root words.
I can explain the meaning of prefixes and suffixes.
I can read words with Latin roots.
I can decode words using phonics.
I can use phonics and word analysis skills to decode words.

This means I can decode words using phonics and word analysis skills.
I can correctly read unfamiliar words.
I can identify the purpose to better understand the text.
I can identify the appropriate rate/speed and expression.
I can identify when I need to reread a text in order to understand it.
I can use context clues to help me understand a word that doesn't make sense.
I can determine the purpose to read the text.
I can apply reading strategies for reading accurately, appropriate rate and expression.
I can confirm of self correct words and meanings by using context clues.
I can read at an appropriate rate with expression.
I can explain the author's purpose in writing.
I can recognize organizational structures.
I can identify and explain linking words, phrases and clauses.
I can create (formulate) an opinion about a topic or text.
I can determine how to introduce a topic. This means I can write an effective lead that engages the reader with a clear purpose.
I can logically group my ideas to support my purpose.

_Determine reasons supported by facts and details._
I can determine reasons to support my facts and details.

This means I can determine three reasons support my facts and details.
I can establish links between opinions and reasons using words, phrases and clauses.

This means I can use transitional words and phrases to link my opinions and reasons.
I can write a concluding statement that summarizes my opinions and reasons.
I can write an opinion piece with a clear lead and links support my reasons.

This means I can write an opinion piece with a lead paragraph, 3 details paragraphs that support and one concluding paragraph.
I can analyze the reason for writing to determine the task, purpose, and audience.

This means I can figure out the purpose, task (mode) and audience for a piece of writing.
I can determine the organization appropriate to task, purpose, and audience.
I can determine suitable idea development strategies. This means that I can create a graphic organizer to develop my ideas. (Web, diagram, timeline, etc.)
I can write a clear and cohesive piece with organization and idea development. This means my writing makes sense and is organized based on my task, purpose and audience.
I can plan, revise, edit, rewrite and try a new approach. (with guidance and support from peers and teacher)
I can edit using appropriate writing conventions.
I can conference with peers and adults to strengthen my writing.

This means I can develop and strengthen my writing using planning, revising, editing, rewriting, and trying a new approach. (with guidance and support from peers and teacher)
I can use keyboarding skills
I can use computers to create and publish my writing.
I can communicate using the Internet such as email.
I can choose the best technology tools to create and publish my writing and work with others.
I can use technology to publish a writing piece.
I can use technology to work with others.

This means I can use blogs, emails, etc. to communicate with others.
I can type two or more pages in a single setting.
I can identify the various purposes for writing.
I can identify the way a piece of writing is organized.
I can understand that different genres have different purposes for writing.
I can determine when to write an appropriate response (short or extended time from) for various purposes and audiences.
I can determine the structure needed for a given audience and purpose.
I can write for various purposes and audiences.
I can write for short or extended time frames.

This means I can write anything, anytime, anywhere.
I can identify the key ideas from the reading.
I can identify ways to listen effectively.
I can describe discussion rules and roles for each student.
I know how to ask questions and provide feedback to peers.
I can identify key ideas talked about during discussion.
I can relate information read to a discussion.

This means I can have a discussion using information that I have read.
I can evaluate implementation of discussion rules and roles.

This means I can decide if everyone followed the rules and roles discussed.
I can create (formulate) questions and responses based on comments made by others during discussion. This means I can ask follow up questions based on comments made by others.
I can explain the topic using personal ideas, opinions, and reasoning.

This means I can explain the topic using my personal ideas, opinions, and reasons.
I can think critically about ideas posed to draw conclusions.

This means I can think about the discussion and form my own opinion.
I can justify responses by providing evidence to support reasoning.

This means I can give at least three reasons to support my opinion.
I can engage in a variety of discussions by sharing acquired and prior knowledge of grade 5 topics and texts.

This means I can discuss topics appropriately based on knowledge I have gained in 5th grade.
I can listen actively to discussions.
I can follow rules agreed upon by the class during a discussion.
I can perform the role assigned to me.
I can pose and respond to specific questions to clarify understanding of discussion or presentation.

This means I can ask and respond to questions during the discussion if I don't understand the topic.
I can give comments that relate to what others have said.
I can express ideas clearly.
I can summarize a written text read aloud.
I can summarize information presented in diverse medias. (visually, quantitatively, orally)
I can define summarize.
I can summarize the points the speaker makes.

This means I can briefly describe the main ideas using at least three details from the speech.
I can identify speaker's points, claims, and reasons or evidence.
I can explain how each of a speaker's claims is supported by reasons and evidence.

This means I can explain two to three ways the speaker supports their opinion.
I can identify a topic, text, opinion, facts, and relevant, descriptive details.
I can clearly pronounce words.
I can speak at an understandable pace and volume.
I can sequence ideas logically in a presentation.
I can determine at least three appropriate facts and relevant, descriptive details to support my main ideas.
I can speak clearly at an understandable pace when I report on a topic or present an opinion.
I can sequence ideas logically and give three or more details to support my main ideas.
I can define multimedia components. (graphics and sound)
I can add graphics, sound and visual displays in my presentation when appropriate.
I can add graphics, sound and visual displays in my presentation to enhance the main idea or theme when appropriate.
I can identify the audience, task, and situation.
I can identify characteristics of formal and informal speaking.
I can distinguish between formal and informal speech.

This means I can tell the difference between when to use language formally or informally.
I can analyze a situation to determine appropriate speech use (formal English or informal discourse).

This means I can decide if a situation required formal or informal language.
I can use appropriate language and adapt my word choice based on the situation.
I can use appropriate English and grammar based on the situation.
I can recognize perfect verb tenses.
I can recognize inappropriate change in verb tense.
I can form perfect verb tense and know when to use it.

This means I can use verb tenses to show different times, sequences, states, and conditions.
I can demonstrate command of the conventions of standard English grammar and usage when writing.
I can demonstrate command of the conventions of standard English grammar and usage when speaking.

This means I can show control of English grammar and usage when speaking.
I can use perfect verb tenses.

*This means I can use verb tenses to convey times, sequences, states, and conditions.*
I can correct inappropriate changes in verb tenses.
This means I can correct verb tenses that are used incorrectly.
I can recall and apply spelling rules.
I can identify and correct misspelled words.
I can consult references as needed.

This means I can use a dictionary, thesaurus and computer to look up a word I do not know.
I can apply correct capitalization, punctuation, and spelling when I write.
I can use commas to separate items in a series.
I can recognize the conventions of language for writing, speaking, reading, and listening.
I can recognize various sentence structures.
I can use my knowledge of language when speaking, writing, reading, and listening.
I can use my knowledge of language conventions when I am speaking, writing, reading, and listening.
I can use knowledge of language when speaking.
I can use knowledge of language conventions when speaking. This means I can use appropriate word choice depending on the audience when I am speaking.
I can determine when to expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
This means I know when to make changes to my sentences by expanding, combining or reducing sentences to clarify meaning and interest.
I can define dialect and registers.

This means I can pull out examples of dialects and registers in stories, dramas, and poems.
I can recognize different varieties of English in stories, dramas, and poems. This means I can pull out examples of dialects and registers in stories, dramas, and poems.
I can identify and define grade appropriate Greek and Latin affixes and roots.
I can use common Greek and Latin affixes and roots as clues to meanings of words.

This means I can use root words to know the meaning of given words.
I can use common print and digital reference materials.
I can use print and digital reference materials to find pronunciation and determine the meaning of key words.
I can identify synonyms, antonyms, and homographs.
I can use synonyms, antonyms, and homographs to create an image in the reader's mind.
I can identify a simile and a metaphor.
I can understand language that creates an image in the reader's mind using similes and metaphors.
I can define a homograph.
I know appropriate content vocabulary (contrast, addition and logical relationships).
I understand appropriate content vocabulary (contrast, addition and logical relationships).
I can use appropriate vocabulary (signal contrast, addition. And logical relationships)
I can determine the theme of a drama using details in the text.
I can explain how characters in a story respond to challenges. This means I can give at least 3 examples of how characters respond to challenges.
I can summarize the key ideas and details of a drama including how characters respond to challenges.

This means I can briefly describe how characters respond to challenges in the beginning, middle and end in a drama.
I can identify specific details that describe characters, settings, and events in a drama.
I can identify how two or more characters, settings, and events in a drama are similar.
I can identify the differences between two or more characters in a drama.
I can explain how a series of scenes fit together to provide the overall organization of a drama.
I can use the author's words and my knowledge to infer the characteristics of the narrator.

This means I can give at least three examples that describe the character traits of the narrator.
I can describe how the point of view of the narrator or speaker changes the description of the event(s).

This means I understand how experiences affect how an author describes an event.
I can define analyze.
I can break into parts in order to evaluate or judge.
I can identify multimedia and visual elements within a text.
I can recognize meaning, tone, and beauty of text.
I can understand the key ideas and details in a literary text.
I can understand craft and structure in a literary text.
I can understand integration and knowledge and ideas in a literary text.
I can compare how the events, ideas, concepts, or information are organized.

This means I can explain how the events, ideas, concepts, or information are similar using at least three details.
I can contrast how the events, ideas, concepts, or information are organized. This means I can explain how the events, ideas, concepts, or information are different using at least three details.
I can understand the key ideas and details in an informational text. This means I can locate the key ideas and at least three details to support them in an informational text.
I can understand the craft and structure in an informational text. This means I can identify how the text is organized and how the author uses words to convey a message.
I can understand integration and knowledge of ideas in an informational text.

This means I can use prior knowledge and key ideas to comprehend the text.
I can identify a topic with logically organized information.
I can identify support for my topic with concrete details, quotations and examples.
I can identify precise language and domain specific vocabulary to inform about a topic.
I can identify a concluding statement related to information presented.
I can draft a topic with logically organized information.
I can include appropriate formatting, illustrations and multimedia to aid comprehension.
I can support my topic with concrete details, quotations and examples.
I can link ideas, and information using words, phrases and clauses.
I can support my topic with concrete details, appropriate word choice and concluding statement.
I can publish an informative/explanatory text that includes a clear topic and focus with logically organized information (a lead paragraph, 3 supporting paragraphs, and a concluding paragraph).
This means I can include proper formatting, illustrations and multimedia when it adds meaning to my writing.

This means I can use facts, quotations, definitions, and details to support my topic.

This means I can write an informative or explanatory text
I can identify research sources on a given topic.
I can discriminate (choose) between various research sources.

This means I can explain the difference between research sources. (atlas, map, encyclopedia, internet)
I can research a topic, I can create a writing project based on research.
I can come up with more questions as I research a topic.
I can investigate different aspects on a topic.

This means I can research different perspectives on a topic.
I can interpret information from various sources.

This means I can make sense of information that comes from different sources.
I can compare information from different research sources.

This means I can explain how sources are similar.
I can contrast information from different research sources.

This means I can explain how sources are different.
I can define summarize.
I can define paraphrase.
I can recall relevant information from experiences.
I can gather relevant information from print and digital sources.
I can identify and provide a list of sources.
I can take notes and summarize it into my writing.

This means I can tell who, what, where, when and why.
I can paraphrase notes and summarize it into my writing.

This means I can use my words to say what the author stated.
I can identify main idea and details of my research.
I can cite textual evidence to support analysis of what the text says explicitly.
I can provide evidence on the main idea based on details in the research.

This means I can prove the main idea by giving three details from the research.
I can understand the text by analyzing the main idea and details. This means I can break down the details to prove my understanding of the text.
I can understand the text by reflecting on the main ideas and details of the text.

This means I can think about how the details support the main ideas to help my understanding of the text.
I can identify conjunctions.
I can explain the function of conjunctions.
I can identify interjections.
I can explain the function of interjections.
I can identify correlative conjunctions.
I can use correlative conjunctions.

This means I can use either, or neither, nor, etc. correctly.
I can explain the function of prepositions.
I can compare English dialects or registers in stories, dramas, and poems.

This means I can tell what is similar within stories, dramas, and poems.
I can contrast English dialects or registers in stories, dramas, and poems.

*This means I can tell what is different within stories, dramas, and poems.*
I can identify common context clues in a text
I can determine the meaning of words.
I can use various vocabulary strategies to determine the meaning of unknown words or phrases.
I can determine the theme of a poem using details in a text.
I can explain how the speaker in a poem reflects upon a topic. This means I can provide three examples of how the speaker feels about the subject using figurative language and mood from the poem.
I can summarize the key ideas and details of a poem including how the speaker in a poem reflects upon a topic.

This means I can briefly describe how characters respond to challenges in the beginning, middle, and end in a poem.
I can explain how a series of stanzas fit together to provide the overall organization of a poem.
I can analyze how visual elements add meaning, tone, and beauty to the text.
I can analyze how multimedia elements add meaning, tone and beauty.
I can locate an answer or solve a problem using information from print and/or digital sources
I can organize information to correctly answer a problem.
I can describe the story elements in narrative.
I can describe the characteristic of narratives.
I can describe narrative techniques.
I can explain how transitional words, phrases and clauses move the story along.
I can explain how the sequence of events affects the story's conclusion.
I can create (establish) a situation using a narrator and/or characters for narrative writing. This means I can develop a narrative piece that includes a situation using a narrator or characters.
I can develop characters using dialogue, description, actions, and reactions.
I can logically organize events of a story that ends with a conclusion.

This means I can organize main events using a beginning, middle, and end.
I can use dialogue and description to develop experiences and events. This means I can use conversations and descriptions that paint a picture.
I can use concrete (real) or sensory details to explain experiences or events.

This means I can use various sensory details to explain the experience.
I can use transitions in my writing.

This means I can use at least two or three transitions to move the events along.
I can write a narrative that:

- Creates a situation
- Develops experiences, events and characters using dialogue
- Includes transitional words/phrases, sensory details
- Leads to a conclusion
I can use a comma to separate an introductory word or phrase.
I can use a comma to set off the words yes and no.
I can use a comma to set off a tag question from the rest of the sentence.
I can use a comma to indicate direct address.
I can recognize that underlining or italics indicate the title of a book, play, film, long musical works, broadcast series.
I can recognize quotation marks indicate a title of other titles such as an article, poem, or story.
I can use underlining, quotation marks, or italics to indicate titles of works.
I can recognize idioms, adages, and proverbs.
I can explain the meaning of idioms, adages, and proverbs.
I can determine the theme of a poem using details in a text.