

5th Grade Language Arts Quarter 2

The purpose of this document is to clarify what students should know and be able to do each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Learning Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria which define what a student knows and is able to do related to that competency at the end of a unit or quarter.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

Competencies	Q 1	Q 2	Q 3	Q 4
C1—Writing Literary Texts The student uses literary characteristics and craft to compose literary texts using the writing process.	X	X		X
C2—Writing Informational Texts The student uses informational characteristics and craft to compose informational texts using the writing process.		X	X	X
C3—Edits Own Writing The student edits their own writing for grade appropriate conventions.	X	X	X	X

Learning Progression for Competency 1: Writing Literary Texts

The student uses literary characteristics and craft to compose literary texts using the writing process.

Developing	Progressing	Proficient	Advanced
<p>Uses a writing process</p> <p>Stays focused on the story</p> <p>Follows a narrative plot structure, including conflict and resolution</p>	<p>Uses a writing process</p> <p>Explains purpose to others, keeping the reader in mind</p> <p>Stays focused on the story and their purpose</p> <p>Follows a narrative plot structure including:</p> <ul style="list-style-type: none"> • introduction • rising action • climax • falling action • resolution • conclusion 	<p>Uses a writing process</p> <p>Chooses a message to share as their purpose</p> <p>Explains their message to others</p> <p>Stays focused on the story and their message</p> <p>Follows a narrative plot structure including:</p> <ul style="list-style-type: none"> • rising action • climax • falling action • resolution <p>Develops characters, setting, and plot throughout the rising action and climax</p> <p>Includes an</p> <ul style="list-style-type: none"> • introduction that quickly engages reader in the story • conclusion that brings it to a logical conclusion 	<p>Meets all of proficient and...</p> <p>Builds tension or suspense for the reader</p> <p>Studies organizational patterns from mentor texts and tries them out in their writing (non-linear elements such as flashback)</p>

Success Criteria for Writing Literary Texts:

The student can:

- use a writing process to compose a literary piece.
- select own topic to write about.
- choose and share a message as the purpose for writing.
- explain a message to an audience.
- stay focused on the story and message.

Developing	Progressing	Proficient	Advanced
<ul style="list-style-type: none"> • follow a narrative plot structure. • develop characters throughout the rising action and climax in piece. • include an introduction that quickly engages the reader. • include a logical conclusion. 			

Learning Progression for Competency 2: Writing Informational Texts

The student uses informational characteristics and craft to compose informational texts using the writing process.

Developing	Progressing	Proficient	Advanced
<p>Uses a writing process</p> <p>Loses focus on a topic</p> <p>Includes</p> <ul style="list-style-type: none"> • supporting details • print and graphic features 	<p>Uses a writing process</p> <p>Stays focused on a topic, attempting a central idea</p> <p>Includes</p> <ul style="list-style-type: none"> • supporting details • interesting word choice • print and graphic features <p>Chooses an organizational structure</p>	<p>Uses a writing process</p> <p>Chooses a purpose for writing, keeping the reader in mind</p> <p>Stays focused on a central idea</p> <p>Includes</p> <ul style="list-style-type: none"> • specific and relevant details • word choice that helps the reader visualize • print and graphic features • meaningful transitions <p>Chooses an organizational structure and explains why it fits their purpose best</p>	<p>Meets all of proficient and...</p> <p>Studies organizational patterns in mentor texts and tries them out in their writing</p> <p>Categorizes information from multiple texts into subtopics</p> <p>Includes an</p> <ul style="list-style-type: none"> • Introduction • Conclusion

Success Criteria for Proficient in Writing Informational Texts:

The student can:

- use a writing process to compose an informational piece.
- select own topic to write about.
- choose a purpose for writing, keeping the reader in mind.
- stay focused on a central idea.
- include specific and relevant details.
- include word choice that helps the reader visualize.
- include print and graphic features in writing.
- include meaningful transitions.
- choose an organizational structure and explain why it best fits the purpose.

Learning Progression for Competency 3: Edits Own Writing

The student edits their own writing for grade appropriate conventions.

Developing	Progressing	Proficient	Advanced
Edits using available resources to correct some errors	Edits using available resources to correct most errors	Drafts using correct conventions and uses available resources and mentors to correct errors	Reflects on past convention errors and does not make the same mistakes Explains how their editing moves improved the quality of their writing and helped achieved their purpose
<p>Success Criteria for Proficient in Edits Own Writing:</p> <p>The student can:</p> <p>All Quarters</p> <ul style="list-style-type: none"> • draft using correct conventions. • reread writing. • use available resources and mentors to correct errors. <p>Second Quarter</p> <ul style="list-style-type: none"> • use a comma and an <i>and</i> to join two sentences in their writing. • use a comma and <i>but</i> to join two contrasting (different) sentences in their writing. • use a comma and <i>or</i> to join sentences to present choices in their writing. • open and close words spoken aloud with quotation marks in their writing. • use punctuation with dialogue tags and quotation marks in their writing. • use prepositions and prepositional phrases in their writing to show location, time, direction, or space. • check that my subjects match my verbs in their writing when they are interrupted by a prepositional phrase. • pronouns in place of a noun in their writing. • indefinite pronouns in place of nouns in their writing. 			