

## 5<sup>th</sup> Grade Reading 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 |
|---|-----|-----|-----|-----|
| <b>C1—Analysis of Literary Plots</b><br>The student analyzes literary plots.  | X   | X   |     | X   |
| <b>C2—Characters in Literary Text</b><br>The student demonstrates comprehension of literary text by analyzing characters- their changes, relationships, and interactions.           | X   | X   |     | X   |
| <b>C3—Themes in Literary Text</b><br>The student infers the theme(s) in literary texts.   | X   | X   |     | X   |
| <b>C4—Central Idea and Details in Informational Texts</b><br>The student infers the author’s purpose, the central idea(s), and supporting details in informational texts.           |     | X   | X   | X   |
| <b>C5—Informational Text Features and Structures</b><br>The student analyzes informational texts by thinking about how the structure and text features reveal the author’s purpose. |     | X   | X   | X   |
| <b>C6—Response to Reading</b><br>The student discusses and writes about texts, supporting ideas with text evidence.   | X   | X   | X   | X   |

**Learning Progression for Competency 1: Analysis of Literary Plots**

The student analyzes literary plots.

| Developing  | Progressing  | Proficient   | Advanced  |
|---|--|--|---|
| <p>Retells the plot including:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Conflict</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> <li>• Setting</li> </ul> <p>Follows a text with a complex plot and multiple problems, but has difficulty explaining their relation to character change, resolution, or theme</p> | <p>Analyzes the plot by discussing how each part is important to the whole story including:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Conflict</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> <li>• Setting</li> </ul> <p>Understands relationship between events but has difficulty explaining their relation to character change, resolution, or theme</p> <p>Describes the impact setting has on the plot, but may have some misconceptions</p> | <p>All of progressing and...</p> <p>Explains the multiple aspects of story’s main problem</p> <p>Identifies and explains significant aspects of the plot and their effect on the story</p> <p>Describes the impact setting has on the plot</p> | <p>All of proficient and...</p> <p>Follows and understands narratives with complex structure (e.g., multiple storylines, multiple points of view, subplots, circular plots, etc.)</p> <p>Explains how the setting creates an atmosphere and how it may change</p> <p>Evaluates the effectiveness of the author’s plot development</p> |

**Success Criteria for Proficient in Analysis of Literary Plots:**

**The student can:**

- identify parts of the plot including
  - character
  - conflict
  - climax
  - falling action
  - resolution
  - setting.
- explain many aspects of the story’s main problem.

- identify a significant event in the plot and how that event affects the whole story.
- describe the impact setting has on the plot.

**Learning Progression for Competency 2: Characters in Literary Text**

The student demonstrates comprehension of literary text by analyzing characters- their changes, relationships, and interactions.

| Developing   | Progressing  | Proficient   | Advanced  |
|--|--|--|---|
| <p>Identifies the major and minor characters</p> <p>Explains the difference between character traits and feelings</p> <p>Notices what the character</p> <ul style="list-style-type: none"> <li>• Says</li> <li>• Does</li> <li>• Thinks</li> </ul> <p>Infers the character’s traits and feelings</p> | <p>Explains characters that</p> <ul style="list-style-type: none"> <li>• act out of character</li> <li>• have contradictory traits</li> </ul> <p>Interprets several less obvious character traits and feelings that reveal a character’s complexity (positive and negative traits)</p> <p>Identifies how characters change significantly across the story</p> <p>Explains how interactions with other characters and events caused the character to change</p> | <p>Identifies and supports multiple character traits and feelings that reveal a character’s complexity</p> <p>Explains how the character’s relationships effect the character</p> <p>Explains how the characters change across the story, connecting the change to the conflict</p> <p>Explains how and why their own perceptions/opinions about characters change across a text</p> | <p>All of proficient and...</p> <p>Notices and explains how an author reveals characters and makes them seem real through</p> <ul style="list-style-type: none"> <li>• their behavior</li> <li>• dialogue</li> <li>• development across a text or series</li> </ul> |

**Success Criteria for Proficient in Characters in Literary Text:**

**The student can:**

- identify and support multiple character traits and feelings.
- support each character trait with evidence.
- explain how the character’s relationships effect the character.
- explain how the conflict affects the main character.
- explain how their own perceptions/ opinions about characters change across a text.

**Learning Progression for Competency 3: Theme in Literary Text**

The student infers the theme(s) in literary texts.

| Developing  | Progressing   | Proficient  | Advanced   |
|---|---|---|--|
| <p>Infers one of the book’s themes and supports their thinking with text evidence</p> <p>Notices and infers the importance of ideas in the text that are relevant to their world (e.g, sharing, caring for others, problem solving, etc.)</p> | <p>Infers a universal theme and supports thinking</p> <ul style="list-style-type: none"> <li>• events from multiple plotlines</li> </ul> <p>Explains how the theme applies to own life</p> <p>Recognizes a symbol’s significance in a text and the big idea it represents</p> | <p>Infers multiple universal themes and supports thinking with</p> <ul style="list-style-type: none"> <li>• explanation of symbolism</li> <li>• events from multiple plotlines</li> </ul> <p>Explains how the theme(s) can be applied to other contexts outside of the text such as to other texts and own life</p> | <p>Decides which themes are the most important in a story, thinking about how they were supported across the story</p> |

**Success Criteria for Proficient in Theme in Literary Text:**

**The student can:**

- infer multiple universal themes.
- support the themes with explanation of symbolism.
- support the themes with events from multiple plotlines.
- explain how evidence supports the inference with reasoning.
- explain how the theme(s) can be applied to other texts or my own life.

**Learning Progression for Competency 4: Central Idea and Details in Informational Texts**

The student infers the author’s purpose, the central idea(s), and supporting details in informational texts.

| Developing   | Progressing  | Proficient  | Advanced   |
|--|--|---|--|
| <p>Infers the central idea of a section or the whole text</p> <p>Infers most supporting details using pictures and words from a section or a whole text</p> <p>States the author’s purpose using general words</p> | <p>Summarizes the central idea(s) and supporting details, leaving out unimportant things</p> <p>Infers several important central ideas in a text and uses those to determine the overall central idea</p> <p>States the author’s purpose including the summarized central idea</p> | <p>Summarizes the central idea and related subidea(s) that capture the complexity of the topic</p> <p>Supports central idea and subidea(s) with several details from different pages or sections</p> <p>States the author’s purpose including the summarized central idea</p> | <p>All of proficient and...</p> <p>Supports overall central idea with several details from different pages or sections that may reflect opposing or less related information</p> <p>Describes the overall text structure the author used</p> |

**Success Criteria for Proficient in Central Idea and Details in Informational Texts:**

**The student can:**

- Infer the central idea of a section.
- Infer the central idea of the whole text.
- Summarize details, leaving out unimportant things
- Summarize central idea and related subidea(s) that capture the complexity of text.
- Use summarized central ideas of sections to infer overall central idea.
- Explain the author’s purpose including the summarized central idea.

**Learning Progressions for Competency 5: Informational Text Features and Structures**

The student analyzes informational texts by thinking about how the structure and text features reveal the author’s purpose.

| Developing  | Progressing   | Proficient   | Advanced   |
|---|---|--|--|
| <p>Identifies the structure of a section of text</p> <p>Identifies text features and explains what information the text features help readers locate and gain</p> | <p>Identifies the structure of a section of text and analyzes how the structure helps the author achieve their purpose</p> <p>Identifies the text structure the author uses</p> <p>Explains how text features text features connect to information in the main text</p> | <p>Identifies the multiple text structures within a text and explains why the author chose the multiple text structures to achieve their purpose</p> <p>Explains the new information that a text feature offers and connects that information to the main text</p> <p>Explains why an author may have chosen specific text feature</p> | <p>Follows and understands the multiple structures within a text and connects the structures to the table of contents</p> <p>Evaluates how the author uses text features and the main text to convey the central idea</p> <p>Explains how multiple text features work together</p> |

**Success Criteria for Proficient in Informational Text Features and Structures:**

**The student can:**

- identify multiple text structures within a text.
- explain why the author chose the multiple text structures to achieve their purpose.
- explain new information that a text feature offers.
- explain how the information from the text feature connects to the main idea.
- explain why an author may have chosen a specific text feature.

**Learning Progression for Competency 6: Response to Reading**

The student discusses and writes about texts, supporting ideas with text evidence.

| Developing   | Progressing  | Proficient  | Advanced   |
|--|--|---|--|
| <p>Responds using general language</p> <p>Demonstrates misconceptions about the text</p> <p>Misrepresents ideas in the text</p> <p>Response is not connected to the ideas in the text</p> <p>Relies solely on background knowledge rather than texts to support thinking</p> <p>Rarely responds to texts</p> | <p>Retells, paraphrases, or summarizes texts</p> <p>Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking <b>within</b> the text and monitor comprehension</p> <p>Describes personal connections to a variety of texts</p> <p>Responds using academic language</p> <p>Discusses specific ideas in the text that are important to the meaning</p> <p>Finds text evidence to support responses, but has difficulty selecting the <i>best</i> evidence</p> | <p>Retells, paraphrases, or summarizes texts in ways that maintain meaning and logical order</p> <p>Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking <b>within, about, and beyond</b> the text</p> <p>Writes responses that demonstrate understanding of texts</p> <p>Responds using academic language, including newly acquired content vocabulary</p> <p>Makes inferences and uses relevant and accurate text evidence to support responses</p> <p>Explains connections between the text evidence selected and the central idea of the response</p> | <p>All of Proficient and...</p> <p>Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</p> <p>Synthesizes information to create new understanding</p> <p>Effectively explains connections between well-chosen text evidence and the central idea of the response</p> |

**Success Criteria for Proficient in Response to Reading:**

**The student can:**

- track thinking with a variety of thinking notes.
- use notes to write a longer response about my reading that reflects deep understanding.
- use notes to express how my thinking has changed throughout a text.
- retell, paraphrase, and summarize texts.



| Developing   | Progressing | Proficient | Advanced |
|--|-------------|------------|----------|
| <ul style="list-style-type: none"><li>• use academic vocabulary in responses.</li><li>• use words learned while reading in responses.</li><li>• make inferences about the text.</li><li>• support inferences with relevant text evidence.</li><li>• explain the connections between text evidence and central idea (or inference).</li></ul> |             |            |          |