

5th Grade Reading and Language Arts Competencies—GP1

The purpose of this document is to clarify what students should know and be able to do in Quarter 1.

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 **Grading Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), and proficient (PF)) and defines the knowledge and skills students will master on their pathway to proficiency. The Grading Progressions for each Competency are below the yearlong outline of the Competencies. The Grading Progressions define what a student knows and is able to do related to that competency at the end of a unit or quarter. To see what success on each individual competency looks like in a particular unit, please see the **Public Overview** document for the course.

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

Competencies	GP 1	GP2	GP3	GP4
RC1—Analysis of Literary Plots The student analyzes the story by thinking about how the events work together in the plot.	X	X	X	X
RC2—Characters and Theme in Literary Text The student analyzes the relationships and interactions of characters to infer the theme of literary texts.	X	X	X	X
RC3—Central Idea and Details in Informational/Argumentative Texts The student infers the author’s central idea/claim in informational and argumentative texts by thinking about the details and text features.		X	X	X
RC4-- Text Structure and Author’s Purpose in Informational/Argumentative Texts The student analyzes the informational and argumentative texts by thinking about the text structures and author’s purpose.			X	X
RC5—Response to Reading The student discusses, writes, and provides text evidence to show how they comprehend text.	X	X	X	X
RC6—Analysis of Author’s Craft The student analyzes the authors’ craft choices and how they influence and communicate meaning within texts.	X	X	X	X

WC7— Purpose The student communicates meaning in their writing.	X	X	X	X
WC8—Genre & Structure The student’s writing reflects the typical features and structures of the genre in which they write.	X	X	X	X
WC9—Details & Voice The student’s use of details and voice enhance the meaning of their writing.	X	X	X	X
WC10—Conventions The student uses spelling, punctuation marks and grammar conventions correctly in their writing.	X	X	X	X

Evidence can be gathered throughout the designated grading periods and can be collected through *(but not limited to)*:

- Explicit Teach
- Guided practice
- Guided reading and small group instruction
- Independent reading and conferring
- Independent writing and conferring

Learning Progression for Reading Competency 1: Analysis of Literary Plots (GP1—GP4)

The student analyzes literary plots.

Note: At this competency, students are able to analyze plot elements using different levels of text.

Developing	Progressing	Proficient	Advanced
<p>Identifies and sequences important events <i>such as</i>:</p> <ul style="list-style-type: none"> • conflict • rising action • climax • falling action • resolution • setting 	<p>Summarizes the text in a logical order and includes story elements <i>such as</i>:</p> <ul style="list-style-type: none"> • sequence of events • rising action • climax • falling action • resolution <p>Identifies multiple problems (when applicable) in a story and understands that they contribute to the main problem</p> <p>Describes how a setting changes (shifts)</p> <ul style="list-style-type: none"> • Ex: Does the setting have an impact on the mood or tone? 	<p>Analyzes (breaks down) the plot and discusses how parts connect to others:</p> <ul style="list-style-type: none"> • sequence of events • rising action • climax • falling action • resolution <p>Ex. How does the conflict connect to the important event?</p> <p>Analyze the influence the setting has on the plot</p> <p>Explains connections between multiple causes and effects in a story and demonstrates their understanding GP2-GP4</p>	<p>Recognizes the author’s use of plots and subplots and explains how they work together in the story</p> <p>Evaluates the effectiveness of the author’s plot development</p> <p>Analyzes literary plots using a more complex text</p>

Learning Progressions for Reading Competency 2: Characters and Theme in Literary Text (GP1)

The student analyzes characters, their relationships and interactions, and infers the themes of literary texts.

Developing	Progressing	Proficient	Advanced
<p>Describes relationships <i>and</i> interactions between characters showing positive or negative sides</p> <p>Explains how a character’s feelings change and the events that cause the changes</p>	<p>Identifies and interprets several less obvious character traits and feelings that reveal a character’s complexity <i>such as:</i></p> <ul style="list-style-type: none"> • showing the traits, thoughts, or feelings that contradicts • showing both positive and negative sides of the character’s personality 	<p>Explains how the conflict affects the main character</p> <p>Explains how interactions and relationships with other characters caused the character to change</p>	<p>Recognizes and explains multiple sides of the character and how the character connects to the theme</p>

Learning Progression for Reading Competency 5: Response to Reading (GP1—GP4)

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

** This competency can be assessed in conjunction with other competencies.**

Developing	Progressing	Proficient	Advanced
<p>Responds using general language</p> <p>Demonstrates general ideas about the text</p> <p>Misrepresents ideas in the text</p> <p>Response is not connected or loosely connected to the ideas in the text</p> <p>Relies solely on background knowledge rather than texts to support thinking</p>	<p>Retells, paraphrases, or summarizes texts</p> <p>Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking in one way</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 in multiple ways</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>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>

Learning Progressions for Reading Competency 6: Analysis of Author’s Craft (GP1—GP4)

The student analyzes the authors’ craft choices and how they influence and communicate meaning within texts.

Developing	Progressing	Proficient	Advanced
<p>Discusses a general author’s purpose <i>or</i> message</p> <p>Identifies the use of craft choices <i>such as</i>:</p> <ul style="list-style-type: none"> • Text structure • Print features • Graphic features <p>Notices descriptive, figurative, or interesting language</p>	<p>States a general reason of the author’s purpose <i>and</i> message</p> <p>Explains the impact of how text structure contributes to the text with some prompting</p> <p>Makes general explanations of the use of print and graphic features</p> <p>Identifies some descriptive, figurative, or interesting language but is confused about its purpose</p> <p>Identifies some uses of punctuation but is confused with its purpose</p>	<p>Explains the author’s purpose and message within a text</p> <p>Explains how the use of text structure contributes to the author’s purpose within the text</p> <p>Analyzes the use of print and graphic features are used to achieve specific purposes</p> <p>Notices and explains author’s purpose for descriptive, figurative, or interesting language to communicate meaning, or mood within the text</p> <p>Identifies and discusses interesting uses of punctuation to communicate meaning</p> <p>Examines how language contributes to the overall voice of the text</p>	<p>Discusses how language contributes to the overall voice and mood of the text</p> <p>Evaluates the effectiveness of the author’s craft choices</p>

Learning Progression for Writing Competency 7: Purpose (GP1—GP4)

The student communicates meaning in their writing.

** This progression is partially assessed through writing conferences asking questions such as:

- What are you going to say about your topic?
- What are you trying to say? What point are you trying to make?

Developing	Progressing	Proficient	Advanced
<p>Uses the writing process</p> <p>Unclear or confused about the meaning they want to communicate</p> <p>Unclear or confused about their audience</p>	<p>Uses the writing process</p> <p>Explains purpose to others, keeping the reader in mind</p> <p>Knows what they want to say about their topic, but they have not communicated their meaning in the writing</p> <p>Identifies their audience but has not made any decisions in their writing based on their audience</p>	<p>Uses the writing process</p> <p>Chooses a message to share as their purpose</p> <p>Explains their message to others</p> <p>Communicates meaning in their writing</p> <p>Meaning influences other decisions they make in composing their writing</p> <p>Identifies an audience for their writing</p> <p>Influences decisions students make about their writing</p>	<p>Includes features and elements in their writing found in a higher grade level of the Literacy Continuum.</p> <p><i>Refer to the writing process section – Purpose and Audience to select goals for students</i></p>

Learning Progression for Writing Competency 8: Genre & Structure (GP1)

The student’s writing reflects the typical features and structures of the genre in which they write.

Developing	Progressing	Proficient	Advanced
<p><u>Personal Narrative:</u> Uses the writing process</p> <p>Follows a narrative plot structure including (<i>but may lose focus</i>):</p> <ul style="list-style-type: none"> • Beginning • Middle • End 	<p><u>Personal Narrative:</u> Uses the writing process</p> <p>Stays focused on the story</p> <p>Follows a general narrative plot structure including:</p> <ul style="list-style-type: none"> • Beginning • Middle • End • Conflict • Resolution <p>Elaborates on conflict</p> <p>Uses general transitions</p>	<p><u>Personal Narrative:</u> Uses the writing process</p> <p>Stays focused on the story on the moment in time</p> <ul style="list-style-type: none"> • Focuses on one or more scenes which are ordered in time/sequential order <p>Understands and follows a narrative plot structure including:</p> <ul style="list-style-type: none"> • Setting • Problem • Series of Events: <ul style="list-style-type: none"> ○ Conflict is introduced, rising action is leading the climax, • Resolution of Problem • Conflict* (internal and external) <p>Uses transitions effectively</p> <p>Showed what happened to (and in) the character(s) and the relationships they have</p> <p>Includes an</p> <ul style="list-style-type: none"> • Introduction hooks the reader’s attention • Conclusion that completes the story <p>writes more about significant moments*</p> <ul style="list-style-type: none"> • Is the student sharing something that is of significance or that they are passionate about? 	<p><u>Personal Narrative:</u> Stays focused on the story and their message</p> <p>Attempts to build tension or suspense for the reader</p>

Learning Progression for Writing Competency 9: Details & Voice (GP1)

The student’s use of details and voice enhance the meaning of their writing.

Developing	Progressing	Proficient	Advanced
<p>Personal Narrative: Contains few details</p> <p>Lists details</p> <p>Uses few punctuation</p>	<p>Personal Narrative: Includes general details</p> <p>Uses words that are general and repetitive</p> <p>Uses similar sentence structures with limited variation</p>	<p>Personal Narrative: Includes details in their piece that help develop meaning and support the idea or purpose</p> <p>Writes with a range of genre-specific details and examples:</p> <ul style="list-style-type: none"> • Dialogue • Character’s thoughts, feelings, and actions • Description of characters • Description of setting <p>Details may create imagery at times</p> <p>Uses descriptive words to develop meaning</p> <p>Uses punctuation to support voice such as <i>(but not limited to)</i>:</p> <ul style="list-style-type: none"> • ... - ellipse • - - dash • !!! or ?!?! - Repetition of punctuation marks <p>Gives voice to their writing by using a variety of sentence structures</p>	<p>Personal Narrative: Includes specific, relevant details in their piece that enhance idea or purpose</p> <p>Details may create imagery at times through a variety of ways including figurative language and sensory details</p> <p>Word choice is purposeful and precise in their details</p>

Learning Progression for Writing Competency 10: Conventions (GP1—GP4)

The student uses spelling, punctuation marks and grammar conventions correctly in their writing.

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	<p>Reflects on past convention errors and does not make the same mistakes</p> <p>Explains how their editing moves improved the quality of their writing and helped achieved their purpose</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>First Quarter</p> <ul style="list-style-type: none"> • use complete simple sentences with subject-verb agreement <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, a comma and <i>but</i> to join two contrasting (different) sentences in their writing, 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 <p>Third Quarter</p> <ul style="list-style-type: none"> • compose combine or complex sentences in their writing with correct punctuation • compare two things in their writing using <i>-er</i> or <i>more</i> • compare three or more things in their writing using <i>-est</i> or <i>most</i> • capitalize initials, acronyms, abbreviations, and names of organizations in their writing 			

Developing	Progressing	Proficient	Advanced
<p>Fourth Quarter</p> <ul style="list-style-type: none">• compose combine or complex sentences in their writing with correct punctuation• compare two things in their writing using –er or more• compare three or more things in their writing using –est or most• capitalize initials, acronyms, abbreviations, and names of organizations in their writing			