

5th Grade Reading and Language Arts Competencies—GP2

The purpose of this document is to clarify what students should know and be able to do in Quarter 2.

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 (GP2—GP4)

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>Notices how characters change across the story</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 a character’s feelings change and the events that cause the changes</p>	<p>Recognizes and explains multiple sides of the character using:</p> <ul style="list-style-type: none"> • what the character says, thinks, and feels <p>Explains how interactions and relationships with other characters caused the character to change</p> <p>Explains how the conflict affects the main character and causes them to change across the story</p>	<p>Recognizes and explains multiple sides of the character and how the character connects to the theme</p>
<p>Names a lesson the character learned in book specific language and supports their thinking with text evidence</p>	<p>Infers the book’s universal theme by using <i>but not limited to</i>:</p> <ul style="list-style-type: none"> • main events of the plot related to universal theme • lessons characters learn from others supports their thinking with text evidence 	<p>Infers multiple universal themes and supports their thinking with text evidence</p> <p>Considers events from multiple plotlines and/or thinks about the perspectives of multiple characters when determining theme</p>	<p>Infers the book’s universal theme(s) and explains how the universal theme(s) connects to a deeper meaning</p> <p>Explains how the book’s universal theme(s) can be applied to other texts or universal ideas</p>

Developing	Progressing	Proficient	Advanced
Identifies general characteristics of poetry	Explains characteristics and structures of poetry	Explains purpose of characteristics and structure of poetry <i>such as but not limited to</i> : <ul style="list-style-type: none"> • Ex: The purpose of the stanza is to... • Ex: Explains figurative language that the poet uses to... 	Analyzes purposes of characteristics and structures of poetry at a more complex level

Learning Progressions for Reading Competency 3: Central Idea and Details in Informational/Argumentative Texts (GP2—GP4)

The student infers the author’s central idea/claim in informational and argumentative texts by thinking about the details, text features, and text structure.

Developing	Progressing	Proficient	Advanced
<p>Infers most details from pictures and words from a section of a text or a whole book to determine the central idea/claim and supporting details in a text</p> <p>Paraphrases the central idea/claim and most supporting details</p>	<p>Explains and infers to determine the central idea/claim of a page, section, or chapter</p> <ul style="list-style-type: none"> Supports a central idea/claim with several key details from different pages or sections using words, pictures, and text features <p>Retells and paraphrases the central idea/claim of a page or section</p>	<p>Synthesizes all details from pictures and words in the text to state a complex central idea/claim, using original language</p> <ul style="list-style-type: none"> Supports a central idea/claim with several key details from different pages or sections using words, pictures, and text features <p>Summarizes the central idea(s)/claim and supporting details</p> <p>Explains how the central idea/claim relates to author’s purpose.</p>	<p>Supports a central idea/claim with several key details from many pages, sections, or chapters</p> <p>Connects complex details to complex central ideas/claims</p>
<p>Identifies text features and explains how text features help readers locate and gain information</p>	<p>Identifies additional information from text features</p> <p>Explains how a text feature works <i>or</i> how multiple text features work</p>	<p>Identifies additional information from text features <i>and</i> explains how they connect to <i>and/or</i> support a topic or central idea</p> <p>Explains how multiple text features work together to achieve a specific purpose such as:</p> <ul style="list-style-type: none"> Insets Timelines Sidebars <p>Explains how the author uses text features to achieve a specific purpose</p>	<p>Explains how text features enhances understanding of a text</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 (GP2—GP4)

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

Developing	Progressing	Proficient	Advanced
<p>Personal Narrative: 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>Personal Narrative: 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>Personal Narrative: 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 (<i>but not limited to</i>):</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>All parts of the student’s writing help develop meaning</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>Personal Narrative: Stays focused on the story and their message</p> <p>Attempts to build tension or suspense for the reader</p>

<p>Poetry: Uses the writing process</p> <p>Chooses a form/layout that doesn't achieve the purpose</p>	<p>Poetry: Uses the writing process</p> <p>Has some typical features of the genre of poetry such as <i>(but not limited to)</i>:</p> <ul style="list-style-type: none"> • Line and line breaks • Stanzas • White space • Rhyme and rhyme scheme • Figurative language • Imagery <p>Choose a form/layout that might require prompting or additional information from student</p>	<p>Poetry: Uses the writing process</p> <p>Has the typical features of the genre of poetry <i>(but not limited to)</i>:</p> <ul style="list-style-type: none"> • Line and line breaks • Stanzas • White space • Rhyme and rhyme scheme • Figurative language • Imagery <p>Chooses and follows a form/layout that helps to achieve the purpose</p> <p>Stays focused on poem and theme that is being conveyed</p>	<p>Poetry: Analyzes patterns in mentor texts and tries them out in their writing</p> <p>Purposefully chooses a form to achieve purpose</p>
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Learning Progression for Writing Competency 8: Genre & Structure (GP2—GP4)

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

Developing	Progressing	Proficient	Advanced
<p><u>Informational/Argumentative:</u> Uses the writing process</p> <p>Attempts to focus on a topic/claim</p> <p>Includes</p> <ul style="list-style-type: none"> • supporting details/facts • print and graphic features 	<p><u>Informational/Argumentative:</u> Uses the writing process</p> <p>Stays focused on a topic/claim, attempting a central idea/claim</p> <p>Includes</p> <ul style="list-style-type: none"> • supporting details/facts • interesting word choice • print and graphic features 	<p><u>Informational/Argumentative:</u> Uses the writing process</p> <p>Stays focused on a central idea/claim such as <i>(but not limited to):</i></p> <ul style="list-style-type: none"> • specific and relevant details/facts that support central idea/claim • word choice that helps the reader visualize • print and graphic features that contributes to the author’s purpose • opinions and views of the writer* <p>for argumentative*</p>	<p><u>Informational/Argumentative:</u> Studies organizational patterns in mentor texts and tries them out in their writing</p> <p>Categorizes information from multiple texts into subtopics includes:</p> <ul style="list-style-type: none"> • Introduction • Conclusion • Opinions and views of the writer* <p>For argumentative*</p>
<p>Uses a general organizational structure in writing</p>	<p>Chooses an organizational structure for the purpose of writing</p>	<p>Chooses a(n) organizational structure(s) that fits the purpose of the writing:</p> <ul style="list-style-type: none"> • Gives information about the topic in a series of sections that are organized 	<p>Uses multiple text structures within a text and connects it to the author’s purpose</p>

Learning Progression for Writing Competency 9: Details & Voice (GP2—GP4)

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 some punctuation</p>	<p>Personal Narrative: Includes general details</p> <p>Uses general and repetitive words</p> <p>Writes using a few genre-specific details and examples such as:</p> <ul style="list-style-type: none"> • Dialogue • Character’s thoughts, feelings, and actions • Description of character(s) • Description of setting <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>Includes craft techniques in their writing to enhance details</p> <p>Details may create imagery at times</p> <p>Embeds and connects details in their sentences effectively</p> <p>Uses a variety of descriptive words to develop meaning</p> <p>Uses a variety of punctuation to support voice. Possible punctuation includes:</p> <ul style="list-style-type: none"> • ... - ellipse • - - dash • !!! or ?!?! - Repetition of punctuation marks <p>Uses language and punctuation that illustrates their voice</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>

<p>Poetry: Writes with few genre-specific details and examples. <i>May consist of:</i></p> <ul style="list-style-type: none"> • Rhyme • Alliteration <p>Lists details</p> <p>Uses some punctuation</p>	<p>Poetry: Writes with few genre-specific details and examples. <i>May consist of:</i></p> <ul style="list-style-type: none"> • Rhyme and rhyme scheme • Figurative language • Imagery • Alliteration <p>Uses general words</p> <p>Relies on the same sentence structure in sentence after sentence</p>	<p>Poetry: Writes with a range of genre-specific details and examples:</p> <ul style="list-style-type: none"> • Rhyme and rhyme scheme • Figurative language • Imagery • Alliteration <p>Details may create imagery at times</p>	<p>Poetry: 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>Directly imitates mentor texts</p> <p><i>Example:</i> Mentor text is about a <i>dog</i>, and student wrote about a <i>duck</i> using the exact same structure</p>	<p>Gives voice by specific word choice</p> <p>Uses punctuation to support their voice</p> <p>Attempts craft techniques in their writing</p>	<p>Gives voice by including craft techniques that align with their purpose such as:</p> <ul style="list-style-type: none"> • Specific word choice • Chooses punctuation to support voice such as: <ul style="list-style-type: none"> ○ ... - ellipse ○ - - dash • Uses white space and line breaks to support their voice <p>Places words on a page to communicate meaning by:</p> <ul style="list-style-type: none"> • Lines and line breaks • Stanzas • White space 	<p>Word choice is purposeful and precise in their details</p> <p>Analyze and fluidly incorporates craft techniques from texts that haven't been explicitly taught to enhance their writing</p>

<p><u>Informational/Argumentative:</u> ve: Lists few general details</p> <p>Uses some punctuation</p>	<p><u>Informational/Argumentative:</u> Includes some genre specific details and examples <i>such as:</i></p> <p>Uses general words</p> <p>Relies on the same sentence structure</p>	<p><u>Informational/Argumentative:</u> 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 <i>such as:</i></p> <ul style="list-style-type: none"> • Facts • Details • Examples • Anecdotes • Quotes from experts <p>Statistics</p>	<p><u>Informational/Argumentative:</u> 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>
<p>Directly imitates mentor texts</p> <p>Copies facts from text (verbatim)</p>	<p>Gives voice by including some craft techniques <i>such as:</i></p> <ul style="list-style-type: none"> • Variety of sentence structures • Retelling facts that have been read and gathered 	<p>Gives voice by including craft techniques that align with their purpose <i>such as:</i></p> <ul style="list-style-type: none"> • Figurative language • by using a variety of sentence structures • using authority (<i>example:</i> a student who is writing about sharks sounds like they know what they are talking about) <ul style="list-style-type: none"> ○ their voice sounds passionate, exciting, knowledgeable about the topic 	<p>Word choice is purposeful and precise in their details</p> <p>Analyze and fluidly incorporates craft techniques from texts that haven't been explicitly taught to enhance their writing</p> <p>Creates anticipation and interest where the reader wants to know more about the topic</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	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>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			