


<p>Fifth Grade ELA</p>	<p>Florida B.E.S.T.</p>
<p>Proficiency Scale Researching & Using Information Comparative Reading And Multimedia</p>	<p>Spotlight Standards: ELA.5.R.3.3 ELA.5.C.4.1 ELA.5.C.5.1</p>
	<p>Supporting Standards:</p>

<p>4.0 Optional Enrichment</p>	<p>I can:</p> <p><input type="checkbox"/></p>	
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3.5 *I have mastered 3.0 content and help with help I am successful at 4.0 content.*

<p>3.0 </p>	<p>By the end of the year, I will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast primary and secondary sources related to the same topic <input type="checkbox"/> Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources <input type="checkbox"/> Arrange multimedia elements to create emphasis in oral or written tasks
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2.5 *I have mastered 2.0 content and with help I am successful at 3.0 content.*


<p>2.0</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locate multiple resources <input type="checkbox"/> Gather and organize information <input type="checkbox"/> Identify a reliable source <input type="checkbox"/> Identify a valid source <input type="checkbox"/> Identify a primary source <input type="checkbox"/> Identify a secondary source <input type="checkbox"/> Understand the different multimedia elements 	<p>I can use these vocabulary words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Primary source <input type="checkbox"/> Secondary source <input type="checkbox"/> Reliable/valid sources <input type="checkbox"/> Relevant information <input type="checkbox"/> Artifacts <input type="checkbox"/> audio representation <input type="checkbox"/> digital representation
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1.5 *I have partial success at 2.0 content.*

<p>1.0</p>	<p>With help, partial success at score 2.0, content and score 3.0 content.</p>
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0.5 *With help, I have partial success at 2.0 content.*


<p>0</p>	<p>Even with help, no success.</p>
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Fifth Grade ELA		Florida B.E.S.T.
Proficiency Scale Communicating Orally		Spotlight Standards: ELA.5.C.2.1
		Supporting Standards:
4.0 Optional Enrichment	I can: <input type="checkbox"/> Consistently present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> Consistently present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> Understand non-verbal clues such as posture, tone, expressive delivery, focus on the audience, and facial expression <input type="checkbox"/> Understand and apply phonics rules and sight words in order to provide clear pronunciation <input type="checkbox"/> Understand appropriate pacing by adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience	I can use these vocabulary words: <input type="checkbox"/> Posture <input type="checkbox"/> Tone <input type="checkbox"/> Audience <input type="checkbox"/> Pronunciation <input type="checkbox"/> Pacing and pausing <input type="checkbox"/> Expressive delivery
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

<h1>Fifth Grade ELA</h1>	<h2>Florida B.E.S.T.</h2>
<p>Proficiency Scale</p> <h3>Narrative Writing</h3>	<p>Spotlight Standards: ELA.5.C.1.2, ELA.5.C.5.2</p>
	<p>Supporting Standards: ELA.K12.EE.5.1, ELA.K12.EE.6.1, ELA.5.C.1.5, ELA.5.C.3.1, ELA.5.R.3.1, ELA.5.V.1.1</p>

4.0 Optional Enrichment	I can:	<input type="checkbox"/> produce and publish narrative writing.
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3.5 *I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0 	By the end of the year, I will be able to:	<input type="checkbox"/> write a personal or fictional narrative using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases. <input type="checkbox"/> Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
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2.5 *I have mastered 2.0 content and with help I am successful at 3.0 content.*


2.0	I can:	<input type="checkbox"/> brainstorm ideas about the genre, problem, characters, setting. <input type="checkbox"/> identify the settings and characters in a narrative. <input type="checkbox"/> use a graphic organizer (Thinking Maps) to outline beginning, middle and ending. <input type="checkbox"/> provide relevant details and descriptions. <input type="checkbox"/> explain and know when to use dialogue. <input type="checkbox"/> demonstrate the appropriate use of quotation marks to express what a character is saying. <input type="checkbox"/> explore multiple ideas for what a character might say to another character in a specific situation. <input type="checkbox"/> use indentation to transition from one paragraph to another. <input type="checkbox"/> write a fictional narrative using a logical sequence of events. <input type="checkbox"/> use transition words to signal the sequence of events. <input type="checkbox"/> improve writing by editing and revising with guidance and support. <input type="checkbox"/> demonstrate legible printing skills.	I can use these vocabulary words:	<input type="checkbox"/> narrative <input type="checkbox"/> sequence <input type="checkbox"/> dialogue <input type="checkbox"/> transitional words <input type="checkbox"/> description <input type="checkbox"/> ending
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1.5 *I have partial success at 2.0 content.*

1.0	With help, partial success at score 2.0, content and score 3.0 content.
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0.5 *With help, I have partial success at 2.0 content.*


0	Even with help, no success.
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Fifth Grade ELA		Florida B.E.S.T.	
Proficiency Scale Handwriting		Spotlight Standards: ELA.5.C.1.1	
		Supporting Standards: ELA.K12.EE.5.1	
4.0 Optional Enrichment	I can: <input type="checkbox"/> produce a cursive writing sample legibly and effortlessly.		
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>		
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> demonstrate fluent and legible cursive writing skills.		
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>		
2.0	I can: <input type="checkbox"/> hold a pencil with an appropriate grip. <input type="checkbox"/> follow verbal path for each letter. <input type="checkbox"/> sit with good posture (feet flat on floor, bottom in seat, sit up tall). <input type="checkbox"/> produce upper and lowercase letters in cursive. <input type="checkbox"/> practice connecting letters in cursive to form words.	I can use these vocabulary words: <input type="checkbox"/> uppercase <input type="checkbox"/> lowercase <input type="checkbox"/> capital <input type="checkbox"/> spacing <input type="checkbox"/> legible	
1.5	<i>I have partial success at 2.0 content.</i>		
1.0	With help, partial success at score 2.0, content and score 3.0 content.		
0.5	<i>With help, I have partial success at 2.0 content.</i>		
0	Even with help, no success.		

<h1>Fifth Grade ELA</h1>	<h2>Florida B.E.S.T.</h2>
<p>Proficiency Scale</p> <h1>Expository Writing</h1>	<p>Spotlight Standards: ELA.5.C.1.4, ELA.5.C.5.2</p>
	<p>Supporting Standards: ELA.K12.EE.5.1, ELA.K12.EE.6.1, ELA.5.C.1.5, ELA.5.C.2.1 ELA.5.C.3.1, ELA.5.C.4.1, ELA.5.C.5.1, ELA.5.R.2.2, ELA.5.R.3.1, ELA.5.V.1.1</p>

4.0 Optional Enrichment	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write an essay to explain a topic in a logical manner.
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3.5 *I have mastered 3.0 content and help with help I am successful at 4.0 content.*

3.0 	<p>By the end of the year, I will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions. <input type="checkbox"/> Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
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2.5 *I have mastered 2.0 content and with help I am successful at 3.0 content.*

2.0	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify topic to research (use prompt or question, if applicable). <input type="checkbox"/> determine central idea to focus on. <input type="checkbox"/> collect facts from sources to support central ideas. <input type="checkbox"/> use a graphic organizer (Thinking Maps) to organize ideas. <input type="checkbox"/> write an introduction that clearly states the central idea. <input type="checkbox"/> name the texts/sources of evidence. <input type="checkbox"/> identify details relevant to the central idea and write evidence in own words to justify central idea. <input type="checkbox"/> use an elaborative technique to support textual evidence. <input type="checkbox"/> develop details from the text in a logical order. <input type="checkbox"/> use transitions to connect ideas. <input type="checkbox"/> use indentation to transition from one paragraph to another. <input type="checkbox"/> end the essay with a conclusion that sums up the ideas. <input type="checkbox"/> improve writing by editing and revising with guidance and support. 	<p>I can use these vocabulary words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> elaborative techniques <input type="checkbox"/> introduction <input type="checkbox"/> transition <input type="checkbox"/> conclusion <input type="checkbox"/> evidence <input type="checkbox"/> central idea
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1.5 *I have partial success at 2.0 content.*


1.0	With help, partial success at score 2.0, content and score 3.0 content.
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Florida B.E.S.T. Binder:

Elaborative Techniques – p. 185 (Appendix C)

Fifth Grade ELA		Florida B.E.S.T.
Proficiency Scale Conventions		Spotlight Standards: ELA.5.C.3.1
		Supporting Standards:
4.0 Optional Enrichment	I can: <input type="checkbox"/> Follow the rules of standard English, grammar, punctuation, capitalization, and spelling above grade level standards	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> Follow the rules of standard English, grammar, punctuation, capitalization, and spelling appropriate to grade level	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> Capitalize the days of the week, the months of the year, the pronoun I, proper nouns, beginning of a sentence, <input type="checkbox"/> Form plurals -y to -ies, <input type="checkbox"/> Form and use simple verb tenses for regular verbs by adding the affix -ed <input type="checkbox"/> Use subject-verb agreement in simple sentences <input type="checkbox"/> Form and use regular and irregular plural nouns <input type="checkbox"/> Form and use the past tense of frequently occurring irregular verbs <input type="checkbox"/> Use apostrophes to form contractions <input type="checkbox"/> Use interjections <input type="checkbox"/> Appropriately use pronouns <input type="checkbox"/> Use commas in a series <input type="checkbox"/> Use commas to indicate direct address <input type="checkbox"/> Use plural possessives <input type="checkbox"/> Maintain consistent verb tense across paragraphs <input type="checkbox"/> Form and use the progressive and perfect verb tenses <input type="checkbox"/> Use simple modifiers <input type="checkbox"/> Use prepositions and prepositional phrases <input type="checkbox"/> Form and use compound sentences <input type="checkbox"/> Use quotation marks with dialogue and direct quotations <input type="checkbox"/> use subject-verb agreement with intervening clauses and phrases <input type="checkbox"/> produce complete sentences, recognizing and correcting inappropriate fragments and run-ons <input type="checkbox"/> form and use complete simple sentences	I can use these vocabulary words: <input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb <input type="checkbox"/> Proper noun <input type="checkbox"/> Possessives <input type="checkbox"/> Plural <input type="checkbox"/> Quotation marks <input type="checkbox"/> Apostrophes <input type="checkbox"/> Contractions <input type="checkbox"/> Interjections <input type="checkbox"/> Commas <input type="checkbox"/> Modifiers <input type="checkbox"/> Prepositions <input type="checkbox"/> Prepositional phrase <input type="checkbox"/> Conjunctions <input type="checkbox"/> Regular/irregular verb tense <input type="checkbox"/> Fragment sentence <input type="checkbox"/> Run-on sentence <input type="checkbox"/> Interrogative sentence <input type="checkbox"/> Compound sentence

Proficiency Scales

	<input type="checkbox"/> use possessives <input type="checkbox"/> use interrogatives to ask questions <input type="checkbox"/> use principal modals to indicate the mood of a verb	
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Fifth Grade ELA		Florida B.E.S.T.
Proficiency Scale Argumentative Writing		Spotlight Standards: ELA.5.C.1.3, ELA.5.C.5.2
		Supporting Standards: ELA.K12.EE.5.1, ELA.K12.EE.6.1, ELA.5.C.1.5, ELA.5.C.2.1 ELA.5.C.3.1, ELA.5.C.4.1, ELA.5.C.5.1, ELA.5.R.2.4, ELA.5.R.3.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> analyze a peer’s argumentative writing and offer a counterargument using evidence from the original sources.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions. <input type="checkbox"/> Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify an author’s claim. <input type="checkbox"/> compare opinions and decide on a claim. <input type="checkbox"/> use a graphic organizer (Thinking Maps) to organize ideas. <input type="checkbox"/> state a claim as part of an introduction. <input type="checkbox"/> collect relevant evidence from texts to support logical reasons. <input type="checkbox"/> provide supporting evidence in the form of body paragraphs. <input type="checkbox"/> use evidence from sources <input type="checkbox"/> elaborate <input type="checkbox"/> paraphrase <input type="checkbox"/> quote <input type="checkbox"/> use a variety of transitions to connect ideas. <input type="checkbox"/> use indentation to transition from one paragraph to another. <input type="checkbox"/> provide a conclusion that restates the claim. <input type="checkbox"/> improve writing by editing and revising with guidance and support. <input type="checkbox"/> demonstrate legible printing skills.	I can use these vocabulary words: <input type="checkbox"/> opinion <input type="checkbox"/> opinion words/phrases (I agree, I disagree...) <input type="checkbox"/> claim <input type="checkbox"/> supporting details <input type="checkbox"/> facts <input type="checkbox"/> transitions <input type="checkbox"/> conclusion <input type="checkbox"/> restate <input type="checkbox"/> logical reasons <input type="checkbox"/> introduction <input type="checkbox"/> topic <input type="checkbox"/> elaborate
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

