


<p>Fifth Grade ELA</p>	<p><b>Florida B.E.S.T.</b></p>
<p>Proficiency Scale</p> <p><b>Poetry &amp; Interpreting Figurative Language</b></p>	<p>Spotlight Standards: <b>ELA.5.R.1.4, ELA.5.R.3.1</b></p>
	<p>Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.5.V.1.3</p>

<p><b>4.0</b> Optional Enrichment</p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> create a poem using figurative language and poetic elements to contribute to the meaning of the text.</li> </ul>
---	---

3.5 *I have mastered 3.0 content and help with help I am successful at 4.0 content.*

<p><b>3.0</b> </p>	<p><b>By the end of the year, I will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>explain how figurative language and other poetic elements work together in a poem.</b></li> <li><input type="checkbox"/> <b>analyze how figurative language contributes to the meaning in a text(s).</b></li> </ul>
---	---

2.5 *I have mastered 2.0 content and with help I am successful at 3.0 content.*


<p><b>2.0</b></p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the structure and elements of poems.             <ul style="list-style-type: none"> <li>○ Identify lines and stanzas in poems.</li> <li>○ Identify rhyme scheme in poems.</li> <li>○ Identify syllabic patterns in poems.</li> <li>○ Identify the meter in poems.</li> </ul> </li> <li><input type="checkbox"/> identify the figurative language and imagery in poems.             <ul style="list-style-type: none"> <li>○ Recognize comparisons in poems.</li> <li>○ Recognize words used to describe human qualities.</li> <li>○ Recognize when something is being exaggerated.</li> <li>○ Identify words that sound the same at the beginning.</li> </ul> </li> <li><input type="checkbox"/> identify the type of figurative language (metaphor, personification, hyperbole, etc.).</li> <li><input type="checkbox"/> identify the meaning of the figurative language.</li> </ul>	<p><b>I can use these vocabulary words:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> line</li> <li><input type="checkbox"/> stanza</li> <li><input type="checkbox"/> meter (rhythm)</li> <li><input type="checkbox"/> rhyme</li> <li><input type="checkbox"/> line breaks</li> <li><input type="checkbox"/> imagery</li> <li><input type="checkbox"/> metaphor</li> <li><input type="checkbox"/> personification</li> <li><input type="checkbox"/> hyperbole</li> <li><input type="checkbox"/> simile</li> <li><input type="checkbox"/> alliteration</li> <li><input type="checkbox"/> idiom</li> <li><input type="checkbox"/> form             <ul style="list-style-type: none"> <li>○ free verse</li> <li>○ rhymed verse</li> <li>○ haiku</li> <li>○ limerick</li> </ul> </li> </ul>
-------------------	---	--

1.5 *I have partial success at 2.0 content.*

<p><b>1.0</b></p>	<p>With help, partial success at score 2.0, content and score 3.0 content.</p>
-------------------	--

0.5 *With help, I have partial success at 2.0 content.*

<p><b>0</b></p>	<p>Even with help, no success.</p>
-----------------	------------------------------------

Fifth Grade ELA		<b>Florida B.E.S.T.</b>
Proficiency Scale <b>Structure, Central Idea &amp; Paraphrasing</b>		Spotlight Standards: <b>ELA.5.R.2.1, ELA.5.R.2.2, ELA.5.R.3.2b</b>
		Supporting Standards: ELA.5.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1, ELA.5.V.1.1
<b>4.0</b> Optional Enrichment	<b>I can:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> create a new text feature that would enhance understanding of the central idea in an informational text.</li> </ul>	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
<b>3.0</b> 	<b>By the end of the year, I will be able to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>explain how relevant details support the central idea(s).</b> <ul style="list-style-type: none"> <li>o implied</li> <li>o explicit</li> </ul> </li> <li><input type="checkbox"/> <b>explain how text structures and/or features contribute to the overall meaning of texts.</b></li> <li><input type="checkbox"/> <b>use the central idea and relevant details to summarize an informational text.</b></li> </ul>	
	2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>
<b>2.0</b>	<b>I can:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand Topic + Point = Central Idea                             <ul style="list-style-type: none"> <li>o identify the topic of an informational text.</li> <li>o identify the author’s point (what does the author want the reader to understand about the topic?).</li> </ul> </li> <li><input type="checkbox"/> identify the central idea(s) that is/are explicitly stated in the introduction or conclusion.</li> <li><input type="checkbox"/> Identify the central idea(s) that is/are implied through text structures and features.</li> <li><input type="checkbox"/> differentiate between details that are more and less relevant to the central idea.</li> <li><input type="checkbox"/> identify kinds of text features that can be used to clarify information.</li> <li><input type="checkbox"/> identify how a text feature connects or adds to specific ideas within a text.</li> <li><input type="checkbox"/> understand the characteristics of a complete summary.                             <ul style="list-style-type: none"> <li>o central idea</li> <li>o appropriately sequenced, relevant details</li> <li>o paraphrased</li> </ul> </li> </ul>	<b>I can use these vocabulary words:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> central idea</li> <li><input type="checkbox"/> implied</li> <li><input type="checkbox"/> explicit</li> <li><input type="checkbox"/> summarize</li> <li><input type="checkbox"/> paraphrase</li> <li><input type="checkbox"/> text structure</li> <li><input type="checkbox"/> text features                             <ul style="list-style-type: none"> <li>o titles</li> <li>o headings</li> <li>o captions</li> <li>o graphs</li> <li>o maps</li> <li>o glossaries</li> <li>o illustrations</li> </ul> </li> </ul>
	1.5	<i>I have partial success at 2.0 content.</i>


## Proficiency Scales

<b>1.0</b>	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>
<b>0</b>	Even with help, no success.

Florida B.E.S.T. Binder:

Text Features - pp. 172-173 (Appendix B)


Text Structures - p. 174 (Appendix B)

Fifth Grade ELA		<b>Florida B.E.S.T.</b>
Proficiency Scale <b>Purpose &amp; Perspective Argument</b>		Spotlight Standards: <b>ELA.5.R.2.3, ELA.5.R.2.4, ELA.5.R.2.2</b>
		Supporting Standards: ELA.5.R.2.1, ELA.5.R.2.2, ELA.5.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.5.V.1.1, ELA.K12.EE.4.1
<b>4.0</b> Optional Enrichment	<b>I can:</b> <input type="checkbox"/> analyze an informational text in order to create a new text with an opposing purpose and/or perspective.	
3.5	I have mastered 3.0 content and help with help I am successful at 4.0 content.	
<b>3.0</b> 	<b>By the end of the year, I will be able to:</b> <input type="checkbox"/> analyze an author's purpose and/or perspective in an informational text. <input type="checkbox"/> track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	
2.5	I have mastered 2.0 content and with help I am successful at 3.0 content.	
<b>2.0</b>	<b>I can:</b> <input type="checkbox"/> identify the different purposes authors have for writing: ○ entertain ○ inform ○ persuade. <input type="checkbox"/> annotate the evidence that supports the author's purpose. <input type="checkbox"/> identify the author's perspective toward a topic. ○ feelings, attitude, motivation, opinions, beliefs <input type="checkbox"/> annotate the evidence that supports the author's perspective (i.e., word choice). <input type="checkbox"/> identify how the author develops the purpose for writing (eg., text structure, text features).  <input type="checkbox"/> identify the claims that the author is making. <input type="checkbox"/> annotate the evidence and reasoning that the author is providing and how it develops across the text.	<b>I can use these vocabulary words:</b> <input type="checkbox"/> purpose <input type="checkbox"/> perspective <input type="checkbox"/> claim <input type="checkbox"/> annotate <input type="checkbox"/> evidence <input type="checkbox"/> reasons <input type="checkbox"/> track <input type="checkbox"/> develop
1.5	I have partial success at 2.0 content.	
<b>1.0</b>	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	With help, I have partial success at 2.0 content.	
<b>0</b>	Even with help, no success.	

<p>Fifth Grade ELA</p>	<p><b>Florida B.E.S.T.</b></p>
<p>Proficiency Scale</p> <p><b>Literary Elements, Theme &amp; Perspective, Point of View, and Summarizing</b></p>	<p>Spotlight Standards:  <b>ELA.5.R.1.1, ELA.5.R.1.2, ELA.5.R.1.3</b>  <b>ELA.5.R.3.2a</b></p>
	<p>Supporting Standards:  <b>ELA.5.R.1.1, ELA.5.R.1.2, ELA.5.R.1.3</b>  <b>ELA.5.R.3.2a</b></p>

<p><b>4.0</b> Optional Enrichment</p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain how a theme of a text would change if a particular character’s perspective were different.</li> </ul>
---	--

3.5 *I have mastered 3.0 content and help with help I am successful at 4.0 content.*

<p><b>3.0</b></p> 	<p><b>By the end of the year, I will be able to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.</b></li> <li><input type="checkbox"/> <b>Summarize the text to include plot and theme</b></li> <li><input type="checkbox"/> <b>explain the development of stated or implied theme(s) throughout a literary text.</b></li> <li><input type="checkbox"/> <b>describe how an author develops a character’s perspective in a literary text.</b></li> </ul>
---	---

2.5 *I have mastered 2.0 content and with help I am successful at 3.0 content.*

<p><b>2.0</b></p>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the plot elements (characters, setting, events, conflict) in the literary text.</li> <li><input type="checkbox"/> differentiate between details that are significant and those that are less significant to the plot.</li> <li><input type="checkbox"/> describe the most important events in the order they occurred in a text.</li> <li><input type="checkbox"/> annotate the words or phrases that indicate a character’s:             <ul style="list-style-type: none"> <li>○ traits</li> <li>○ feelings</li> <li>○ motivations</li> <li>○ responses to situations</li> <li>○ changes in attitude throughout the text</li> </ul> </li> <li><input type="checkbox"/> identify how the characters change throughout the text.</li> <li><input type="checkbox"/> using the events and details in a text and the character’s response, identify a stated or implied theme(s).</li> </ul>	<p><b>I can use these vocabulary words:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> perspective (attitude)</li> <li><input type="checkbox"/> significant</li> <li><input type="checkbox"/> infer/inference</li> <li><input type="checkbox"/> summarize</li> <li><input type="checkbox"/> theme</li> <li><input type="checkbox"/> plot             <ul style="list-style-type: none"> <li>○ characters</li> <li>○ settings</li> <li>○ events</li> <li>○ conflict</li> </ul> </li> </ul>
-------------------	---	--

1.5 *I have partial success at 2.0 content.*

# Proficiency Scales

<b>1.0</b>	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>
<b>0</b>	Even with help, no success.