

Fifth GRADE I CANS

Student's Name: _____

English Language Arts

Foundational Literacy

Phonics and Word Recognition	Q1	Q2	Q3	Q4
5.FL.PWR.3 I CAN know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
a. I CAN use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.				
Word Composition	Q1	Q2	Q3	Q4
5.FL.WC.4 I CAN know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
a. I CAN spell grade-appropriate words correctly, consulting references as needed.				
b. I CAN write legibly in manuscript and cursive.				
Fluency	Q1	Q2	Q3	Q4
5.FL.F.5 I CAN read with sufficient accuracy and fluency to support comprehension.				
a. I CAN read grade-level text with purpose and understanding.				
b. I CAN read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
c. I CAN use context to confirm or self-correct word recognition and understanding of words; reread as necessary.				

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Sentence Composition	Q1	Q2	Q3	Q4
5.FL.SC.6 I CAN demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.				
a. I CAN explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.				
b. I CAN form and use the perfect verb tense.				
c. I CAN use verb tense to convey various times, sequences, states, and conditions.				
d. I CAN recognize and correct inappropriate shifts in verb tense.				
e. I CAN Use correlative conjunctions.				
f. I CAN use punctuation to separate items in a series.				
g. I CAN use a comma to separate an introductory element from the rest of the sentence				
h. I CAN use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address.				
i. I CAN use underlining, quotation marks, or italics to indicate titles of works.				
j. I CAN write multiple cohesive paragraphs on a topic.				

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Vocabulary Acquisition	Q1	Q2	Q3	Q4
5.FL.VA.7a I CAN determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.				
i. I CAN use context as a clue to the meaning of a word or phrase.				
ii. I CAN use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.				
iii. I CAN consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.				
5.FL.VA.7b I CAN demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
i. I CAN Interpret figurative language, including similes & metaphors, in context.				
ii. I CAN recognize and explain the meaning of common idioms and proverbs.				
iii. I CAN use the relationship between particular words to better understand each of the words.				
5.FL.VA.7c I CAN acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships				

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Reading: Literature	Q1	Q2	Q3	Q4
5.RL.KID.1 I CAN quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
5.RL.KID.2 I CAN Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.				
5.RL.KID.3 I CAN compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.				
5.RL.CS.4 I CAN determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.				
5.RL.CS.5 I CAN explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.				
5.RL.CS.6 I CAN describe how a narrator's or speaker's point of view influences how events are described				
5.RL.IKI.7 I CAN explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.				
5.RL.IKI.8 Not applicable to literature.				
5.RL.IKI.9 I CAN compare and contrast stories in the same genre on their approaches to similar themes and topics.				
5.RL.RRTC.10 I CAN read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.				

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Reading: Informational Text	Q1	Q2	Q3	Q4
5.RI.KID.1 I CAN quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
5.RI.KID.2 I CAN determine the central idea of a text and explain how it is supported by key details; summarize the text.				
5.RI.KID.3 I CAN explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.				
5.RI.CS.4 I CAN determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.				
5.RI.CS.5 I CAN compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.				
5.RI.CS.6 I CAN analyze the similarities and differences in points of view of multiple accounts of the same event or topic.				
5.RI.IKI.7 I CAN locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.				
5.RI.IKI.8 I CAN explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.				
5.RI.IKI.9 I CAN integrate information from two or more texts on the same topic in order to build content knowledge.				
5.RI.RRTC.10 I CAN read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently				

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English Language Arts	Foundational Literacy			
Speaking and Listening	Q1	Q2	Q3	Q4
5.SL.CC.1 I CAN prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.				
5.SL.CC.2 I CAN summarize a text presented in diverse media such as visual, quantitative, and oral formats.				
5.SL.CC.3 I CAN summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				
5.SL.PKI.4 I CAN report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.				
5.SL.PKI.5 I CAN include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.				
5.SL.PKI.6 I CAN adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.				
Writing	Q1	Q2	Q3	Q4
5W.TP.1 I CAN write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
a. I CAN introduce a topic or text.				
b. I CAN develop an opinion through logically-ordered reasons that are supported by facts and details.				
c. I CAN create an organizational structure in which ideas are logically grouped to support the writer's purpose.				
d. I CAN provide a concluding statement or section related to the opinion presented.				
e. I CAN link opinion and reasons using words and phrases.				
f. I CAN apply language standards addressed in the Foundational Literacy standards.				

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Writing	Q1	Q2	Q3	Q4
5.W.T P.2 I CAN write informative/explanatory texts to examine a topic and convey ideas and information.				
a. I CAN introduce a topic by providing a general observation and focus.				
b. I CAN group related information in paragraphs and sections.				
c. I CAN group related information logically.				
d. I CAN develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
e. I CAN provide a conclusion related to the information or explanation presented.				
f. I CAN link ideas within and across categories of information using words, phrases, and clauses.				
g. I CAN use precise language & domain-specific vocabulary to inform about or explain the topic.				
h. I CAN apply language standards addressed in the Foundational Literacy standards.				
5.W.T TP.3 I CAN write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.				
a. I CAN Orient the reader by establishing a situation, using a narrator, and or introducing characters.				
b. I CAN organize an event sequence that unfolds naturally and logically.				
c. I CAN use dialogue and description to develop experiences and events or show the responses of characters to situations.				
d. I CAN use a variety of transitional words, phrases, and clauses to manage the sequence of events.				
e. I CAN provide a conclusion that follows from the narrated experiences or events.				

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Writing Cont.

Q1 Q2 Q3 Q4

f. I CAN use precise words and phrases and use sensory details to convey experiences and events

g. I CAN apply language standards addressed in the Foundational Literacy standards.

5.W.PDW.4 I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5.W.PDW.5 I CAN with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)

5.W.PDW.6 I CAN with some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

5.W.RBPK.7 I CAN conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.

5.W.RBPK.8 I CAN recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Comments