

Jones County School District

Assessment Blueprint 2013-2014

Grade/Subject Level: 5th Grade Reading & Language

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1st 9 Weeks

Creating Summative / District Benchmark Tests

Weeks	Standard Reading Literature Reading Info. Writing Language Speaking/Listening	Formative, Summative, or Both	Formative type assessment (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	Summative type Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Sample Test Item Use Stem Questions to increase rigor for items not found in ELS test bank. (See pages 32-34 on International Center for Leadership in Education Guide.)
	FIRST NINE WEEKS				
	RL5.9	Both	Center: T gives different books with different genres and S places sticky notes with genre on it. S may have to read/ research using summary.	MC CR	Provide S a paragraph. S determine genre and cite evidence to justify their answer.

	RL 4.10	Both	S write a summary of what they read and use it as an Exit Slip	MC CR ER AR Test	Give S true/ false questions and have S rewrite false statements to make them true.
	RI 5.2	Both	Exit slips	MC CR	Use a graphic organizer to find the main idea and then give 3 details to support the main idea.
	RI 5.8	Both	Dry erase boards	MC	TSW be given short paragraphs/ summaries of books and they must decide what the author's purpose is.
	RI 5.9	Both	Journal & Checklists	ER	SW be given 3 sources to gather information and write about the topic. Rubrics can be used to assess whether they have chosen key information

RI 5.10	Both	S write a summary of what they read and use it as an Exit Slip	MC CR ER AR Test	Give S true/ false questions and have S rewrite false statements to make them true.
RF 5.3	Both	MC	MC	SW find the definition of a words based on the affix.
RF 5.4	Both	Phonics/ sight word cards using checklists	Fluency test	Fluency test, Frye word list (Read alouds)
W 5.2	Both	Journal, checklists	CR ER	SW be given a topic to write about. SW develop one or more paragraphs to inform/ explain, using content-domain specific vocabulary and transition words. TSW go further to create a powerpoint that includes headings and illustrations and/ or definitions.
W 5.4	Both	MC	MC CR ER	TSW decide if given paragraphs stick to the purpose for the intended reader. TSW compose a short paragraph for a given audience, reader, and purpose.
W 5.5	Both	Peer writing, teacher conference dry-	ER w/ rubric for writing PRO	SW prewrite using a graphic organizer and edit each other's paper during the writing

			erase boards for steps to writing		process. TSW confer with the teacher prior to writing the final copy. TSW turn in all steps of the composing process showing editing marks, etc.
	W 5.10	Both	S write weekly using a given topic	ER-paragraph writing	TTW send home "Jack" the pumpkin with each S. TSW write about what the pumpkin "did". A rubric will be used to ensure students stick to task/ purpose.
	SL 5.1	F	Observation/ feedback		
	SL 5.4	F	Checklist and verbal feedback as S present paragraph/ essay	Presentation (PRO)	SW present their opinion report about (school uniforms, longer recess, etc.) Use same writing from formative assessment and given them time to practice.
	SL 5.5	S		PRO	Use objects from book in a bag project to support the main idea/ theme.
	SL 5.6	Both	MC Observations giving feedback for speaking/	PRO	Assess grammar in writing using a rubric. Assess grammar in speaking while presenting examples of consultative

			grammar sheets/ paragraphs for writing		register of language.
	L 5.1	Both	Dry erase boards , exit slips	CR MC	SW diagram sentences in a given text.
	L 5.2	Both	Windshield check MC	Flip book “All About Commas”	SW compose a booklet containing each of the comma rules.
	L 5.3	Both	Student role play	MC ER	SW be provided with a conversation in which they must determine the register.
	L 5.6	Both	Teacher observation (provide feedback)	PRO ER	SW compose a written work using a provided rubric
	SECOND NINE WEEKS				
	RL. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Both	Exit Slips	MC CR	Provide students a paragraph. Students will make an inference and use text to support findings.
	RL. 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects	Both	Exit slips	MC CR	Provide students a reading passage and write a summary about the passage.

	upon a topic; summarize the text				
	RL. 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similies.	Both	KWL Chart	MC CR	Students will find similes/metaphors from a chapter book with page numbers provided.
	RL. 5.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Both	Exit slips	MC CR	Double bubble map comparing and contrasting genre, theme, and topic.
	RL. 4.10 By the end of the year students read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5.	Both	Exit Slips	MC CR ER	Give students true/false questions and have the students rewrite the false statement to make them true.
	RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Both	Exit Slips	MC CR	Provide students a paragraph. Students will make an inference and use text to support findings.
	RI. 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Both	Exit Slips	MC CR	Use a graphic organizer to find the main idea and then give 3 details to support main idea.
	RI. 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Both	Exit slips Dry erase boards	MC CR	Use a graphic organizer and use analogies
	RI. 5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Both	Dry erase boards	MC CR PORT	PORT: A booklet on different types of text structures and examples of each

	RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject/knowledgeably.	Both	Journal Checklists	ER	Students will be given 3 sources to gather information and write about the topic. Rubrics can be used to assess whether they have chosen key information.
	RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at high end of grades 4-5.	Both	Exit Slips	MC CR ER	Give students true/false questions and have the students rewrite the false statement to make them true.
	RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Both	Dry erase boards	MC CR PORT	Make a flipbook book on the different prefix and suffix.
	RF 5.4 Read with sufficient accuracy and fluency to support comprehension.	Both	Checklist		Use the fry word list
	W.5.1 Write opinion piece on topics or texts, supporting a point of view with reasons and information. (see standard for more)	Both	Checklist individual conference	Rubric to assess essay (Product)	After researching pros and cons of zoos. Students will write an opinion essay. (see dropbox for materials)
	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Both	Checklist /individual conferencing	Paragraph/letter (Product)	Students will compose a letter to their favorite relative asking them to come for a visit.
	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Both	Peer tutoring/teacher conference/dry erase boards for steps to writing process	ER with rubric for writing/ PRO	Graphic organizers to prewrite and peer editing during writing process. Use red colored pencil for revising and green for editing. Conference prior to final copy. Turn in all stages of the writing process.
	W.5.10 (see first nine weeks)				

	SL 5.1	Formative	Observation/feedback		
	SL5.4 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 or themes; speak clearly at an understandable pace	Both	Checklist and verbal feedback as students present paragraph.	Presentation PRO	Students will present their opinion report about school uniforms, longer recess, etc. Use same writing from formative assessment and give them time to practice.
	SL 5.5 Include multimedia components...	Summative		PRO	Use objects from book in a bag report to support the main idea/theme.
	SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation	Both	Observation giving feedback for speaking/Grammar sheets and paragraphs for writing.	PRO	Assess grammar in writing using a rubric. Assess grammar in speaking while presenting examples of consultative register of language.
	L.5.2 See first nine weeks				
	L.5.3 See 1 st nine weeks				
	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words...	Both	Dry erase boards, exit slips, multiple choice	MC	The student will use context clues to decide the correct word to use in the sentence.
	L.5.5	Both	Windshield check, exit tickets, dry erase boards	Flip book, PPT presentation	The student will create a flip book containing all figurative language types and student-made examples.

	L.5.6 See first nine weeks				
	THIRD NINE WEEKS				
	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text	Both	Graphic organizers	MC/CR	Provide students literary text to use
	RL. 5.3 Compare and Contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Both	Venn Diagram	ER	Use movie/book
	RL. 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See 1 st 9wks but add other figurative language)				
	RL. 4.10 By the end of the year students read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5. (See 4 th 9wks)				
	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.	Both	Dry erase boards	MC	Use passages
	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Both	Exit slips	MC	

	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reason and evidence support which point(s).	Both	MC	MC,ER	
	RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject/knowledgeably. (See 1 st 9wks)				
	RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at high end of grades 4-5. (See 4 th 9wks)				
	RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. (see 1 st 9wks)				
	RF 5.4 Read with sufficient accuracy and fluency to support comprehension. (See 2 nd 9wks)				
	W.5.3 Write narratives to develop real or imagined experiences or events using effective, descriptive details, and clear event sequences. a. Introduction words b. Narrative techniques c. Transitional words d. Sensory details e. Conclusion	Both	Conferencing	ER	After reading a Christmas story students will write about their Christmas vacation
	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (see 1 st 9wks)				

	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (See 1 st 9wks)				
	W.5.6 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 keyboarding skills to type a minimum of two pages in a single sitting.	Both	Free typing website	ER/PORT	Keep portfolio of students examples
	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Summative		PORT	Use S.S textbook/video to research the causes of American Revolution
	W.5.8 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 source.	Both	Chart	ER	Listen to story/video on the dust bowl
	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Both	Venn Diagram	ER	
	W.5.10 (see first nine weeks)				
	SL.5.1 Engage effectively in a range of collaborating discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (see 2 nd 9wks)				

	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Checklist		
	SL.5.3 Summarize the points a speaker makes and explains how each claim is supported by reasons and evidence.			CR	
	SL.5.4 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 or themes; speak clearly at an understandable pace (See 1 st 9wks)				
	SL 5.5 Include multimedia components... (See 1 st 9wks)				
	SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See 1 st 9wks)				
	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (see 1 st 9wks)				
	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (see 1 st 9 wks) **add complex sentences and tag questions				
	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (see 1 st 9wks)				

	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See 2 nd 9wks)				
	L.5.6 See first nine weeks				
	FOURTH NINE WEEKS				
	RI.5.5 Compare and contrast the overall structure of events, ideas, concept, or information in two or more text.	Both	T-chart	MC	
	RI.5.6 Analyze multiple accounts of the same topic, noting important similarities and difference in the point of view they represent.	Both	Venn Diagram	ER	
	RL.5.5 Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Both	Windshield	MC	Give passage and identify text structure
	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Both	Dry erase boards	ER	Give a passage and ask them to cite evidence