

Reading Literature

Topic: Reading Literature	
Score	Description: 5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Quote explicit details and implicit information to support a given inference or conclusion based on the text. • Explain their explicit or inferred answer.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Quote explicit details and/or implicit information to support a given inference or conclusion based on the text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • inference, evidence, details, direct quote, paraphrase <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify text evidence, such as explicit details to support a given inference or conclusion based on a text.
1	No understanding of the standard is demonstrated.

Topic: Reading Literature	
Score	Description: 5.RL.2 - Determine the 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.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Analyze and connect the themes from multiple texts.
3	The student will: <ul style="list-style-type: none"> • Determine the theme of a story, drama, or poem by analyzing details in the text including; characters, setting, conflict, rising action, climax, falling action, resolution as it relates to the theme. • Summarize the text.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Theme, summarize, support, evidence, characters, setting, conflict, rising action, climax, falling action, resolution. The student will perform basic processes, such as: <ul style="list-style-type: none"> • Given choices, student can identify the theme of a story, drama, or poem. • Retell details of the story, drama, or poem.
1	No understanding of the standard is demonstrated.

Topic: Reading Literature	
Score	Description: 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Evaluate how characters’ thoughts and actions influenced the outcome of the story.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Compare characters, settings, or events by drawing on specific details in a text. Example: Explain how characters respond to major events, challenges, or other characters using specific details in the text. • Explain how characters’ actions contribute to the sequence of events, referring to specific details in the text
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Compare, contrast, similarities, differences, character, setting, events <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify similarities and differences when given options
1	No understanding of the standard is demonstrated.

Topic: Reading Literature	
Score	Description: 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Analyze the effect of figurative language, idioms, adages, proverbs in a text.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases including figurative language and unknown words as they are used in a text using a variety of strategies.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • metaphor, simile, hyperboles, imagery, personification, onomatopoeia (5.RL.4) (5.RL.12.a) • Idioms, adages, proverbs (5.RL.12.b) • Dialect, jargon (5.RL. 10) • Root word, prefix, suffix (5.RL.11) • Synonym, antonym (5.RL. 12.c) <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recognize and recall the meaning and use of figurative language • Define the root word • Determine the synonym and antonym • Use context clues to determine the meaning of an unknown word
1	No understanding of the standard is demonstrated.

Topic: Reading Literature	
Score	Description: 5.RL.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Student can analyze a text with individual structural pieces of a drama, story, or poem that includes intentional plot structure.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Explain how physical structural elements within stories, dramas, or poems are connected to the overall plot structure of a piece of story, drama, or poem. • Explain how a segment of a text piece is important to the overall structure of the text • Use domain-specific vocabulary (chapter, scene, stanza), appropriate to the purpose, when writing or speaking about a text
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <p>Physical Structure:</p> <ul style="list-style-type: none"> • Paragraph, chapter • Stanza, form, line • Script, stage direction, cast, dialogue <p>Plot Structure:</p> <ul style="list-style-type: none"> • Plot, setting, climax, rising action, exposition, falling action, resolution, and conflict • Sequencing of events <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identifies the story, drama, or poetry elements when given choices
1	No understanding of the standard is demonstrated.

Topic: Reading Literature	
Score	Description: 5.RL.6 - Describe how a narrator’s or speaker’s point of view influences how events are described.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Describing the impact that point(s) of view has on how events are described.
3	<p>The student will: The student will analyze how a specific point of view influences the descriptions given</p> <ul style="list-style-type: none"> • Describing the point(s) of view used by a narrator or speaker in a text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • First person, third person, omniscient, point of view, narrator <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identifying the point(s) of view used by a narrator or speaker in a text, or • Identifying the impact point of view has on how events are described.
1	No understanding of the standard is demonstrated.

Topic: Reading Literature	
Score	Description: 5.RL.9 – Compare and contrast stories in the same genre (e.g., mysteries, and adventure stories) on their approaches to similar themes and topics.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Analyze how stories in the same genre approach similar themes and topics.
3	The student will: <ul style="list-style-type: none"> • Compare and contrast stories in the same genre on their approaches to similar themes and topics
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Theme, topic, lesson, moral, genre, message. The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identifies a theme or topic in a story or stories.
1	No understanding of the standard is demonstrated.

Topic: Reading Literature	
Score	Description: 5.RL.11 – 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.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Analyze the effect of multiple-meaning words and phrases and how they enhanced the text.
3	The student will: 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. <ul style="list-style-type: none"> • Use context as a clue to find the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • Context clues, synonym, antonym, root, prefix, suffix, affix The student will perform basic processes, such as: <ul style="list-style-type: none"> • Define the root • Determine the synonym or antonym
1	No understanding of the standard is demonstrated.

Reading Informational

Topic: Reading Informational	
Score	Description: 5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Can expand evidence or inference through real world connections beyond the text. • Explain their explicit or inferred answer.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Inference, evidence, and details <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Given choices, student can choose an appropriate inference and find textual evidence to support the inference
1	No understanding of the standard is demonstrated.

Topic: Reading Informational	
Score	Description: 5.RI.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Compare or connect two or more main ideas and explain how they are related using details from the text.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Determine two or more main ideas of a text and explain how they are supported by key details • Summarize the text
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Main idea, key event, supporting details, summarize, central ideas <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify two or more main ideas presented in a text • identify key details from the text to support the stated main ideas • Identify key events presented in a text.
1	No understanding of the standard is demonstrated.

Topic: Reading Informational	
Score	Description: 5.RI.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.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Evaluate how the changing choices or outcomes of individuals, events, ideas, or concepts could influence the outcome of a historical, scientific, or technical concept.
3	<p>The student will:</p> <ul style="list-style-type: none"> Explain the relationship or interactions between two or more individuals, events, ideas or concepts, by drawing on specific details in a text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Compare, contrast, similarities, differences, events, <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify the connection or interaction between two or more individuals, events, ideas, or concepts when given options
1	No understanding of the standard is demonstrated.

Topic: Reading Informational	
Score	Description: 5.RI.4 Determine the meaning of general academic and domain specific words and phrases as they are used in a text, relevant to a Grade 5 topic of subject area.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • 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. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Determine the meaning of general academic and domain specific words and phrases as they are used in a text, relevant to a Grade 5 topic of subject area.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Context clues, synonym, antonym, root, prefix, suffix, affix <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Define the root • Determine the synonym or antonym
1	No understanding of the standard is demonstrated.

Topic: Reading Informational	
Score	Description: 5.RI.5 – compare and contrast the overall structure (chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Analyze the author’s choice in text structure.
3	The student will: <ul style="list-style-type: none"> • Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • chronology, comparison, cause/effect, problem/solution, events, ideas, concepts, structure The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identify the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
1	No understanding of the standard is demonstrated.

Topic: Reading Informational	
Score	Description: 5.RI.6 Analyze multiple events of the same topic or event noting important similarities or differences in the point of view they represent
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Critique the point of view used in 3 or more accounts of the same event or topic and explain how the perspective impacts the text
3	<p>The student will:</p> <ul style="list-style-type: none"> • Analyze the similarities and differences in points of view used in two or more accounts of the same topic or event.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Compare, contrast, point of view, perspective, event, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the similarities and differences in points of view used in two or more accounts of the same topic or event
1	No understanding of the standard is demonstrated.

Topic: Reading Informational	
Score	Description: 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Critique the reasons and evidence chosen by an author to support particular points in a text.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Reason, evidence, point of view, support, author’s point, ideas. <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify and/or match reasons and evidence an author uses to support particular points and ideas in a text.
1	No understanding of the standard is demonstrated.

Topic: Reading Informational	
Score	Description: 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Using the integrated information, generate a research question and answer it through a short presentation
3	<p>The student will:</p> <ul style="list-style-type: none"> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Main idea, topic, compare, contrast, similar, difference, important facts. <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify/recognize topical information across texts.
1	No understanding of the standard is demonstrated.

Reading Foundations

Topic: Reading Foundations	
Score	Description: 5.RF.3 - Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Decode and apply unfamiliar multisyllabic words in grade level texts using a range of strategies with or without context
3	<p>The student will:</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Greek and Latin roots, syllable <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Decode unfamiliar multisyllabic words one grade-level below grade -level texts using a range of strategies
1	No understanding of the standard is demonstrated.

Topic: Reading Foundations	
Score	Description: 5.RF.4 Read with sufficient accuracy and fluency to support comprehension.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Read on level text with purpose, comprehension, accuracy, and expression to aide in comprehension.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension.
2	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and comprehension but not at the appropriate rate. OR • Read on-level text at an appropriate rate without comprehension
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score:	Description: W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Provide a concluding statement or section related to the opinion presented and can recognize a counter opinion.
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Know the difference between fact and opinion. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). • Provide a concluding statement or section related to the opinion presented
2	<p>The student will perform basic processes, such as:</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Opinion, fact, point of view, introduction, conclusion <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Writing a story with an inconsistent opinion. • Include an opinion with little to no reasons or information to support it. • Unable to link opinion and reasons with words phrases or clauses • Unable to provide a concluding statement
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score:	Description: W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Choose a specific text structure to clearly organize a text (for example, use a comparison structure to describe two different perspectives in an informative text).
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.
2	<p>The student will perform basic processes, such as:</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Informative, Explanatory, facts, quotations, introduction, conclusion, details, text features <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Providing text features that do not aide in comprehension of writing • Simple vocabulary is used and does not include any definitions • Information is an opinion and not based on research • Unable to link ideas using words, phrases, or clauses. • Provide a concluding statement that is not related to the information presented.
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score:	Description: W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Communicate a clear point of view using descriptive details and dialogue (for example, create a strong first-person point of view by describing the main character’s inner thoughts and how they react to specific situations in a short narrative, like a “journey” to focus on sequence of events).
3	<p>The student will:</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events.
2	<p>The student will perform basic processes, such as:</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Narrative, dialogue, descriptive detail, transition words, sensory detail, introduction, conclusion <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Writing an introduction and a conclusion • Uses common transitions • Narrators and characters are present • Does not include dialogue
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score:	Description: W.5.10 Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
4	N/A
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect verb tenses (e.g., I had walked, I have walked) • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions. (e.g., either/or)
2	<p>The student will perform basic processes, such as:</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Conjunction, preposition, interjection, verb tense <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Uses limited sentence types • Inconsistently uses perfect verb tense • Inconsistently uses correlative conjunctions, prepositions, and interjections
1	No understanding of the standard is demonstrated.

Topic: Writing	
Score:	Description: W.5.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4	N/A
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words yes and no (e.g., Yes, thank you), 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 (e.g., Is that you, Sam?) • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting reference materials as needed.
2	<p>The student will perform basic processes, such as:</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Punctuation, period, question mark, exclamation point, comma, quotation marks, italics <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Inconsistent spelling of basic grade level words • Limited use of commas • Titles are not punctuated
1	No understanding of the standard is demonstrated.