Revised June 2017

Grade 5
Literature and Informational Texts
Students who are working beyond the standard read at or above a level 60 and consistently exceed the end-of-year standard.

Term	Reads and comprehends a variety of grade level texts. RL.1 and RI.1; RL.10 and RI.10
1	Reads and comprehends Level 40/R text proficiently and independently. With prompting, uses a variety of strategies such as predicting, connecting, questioning, visualizing, and inferring to comprehend text. Asks and answers literal and inferential questions about a text orally and in writing; refers to key details in the text.
2	Reads and comprehends Level 50/S/T text with increasing independence. Independently uses a variety of strategies such as predicting, connecting, questioning, visualizing, and inferring to comprehend text. Asks and answers literal and inferential questions about a text orally and in writing; quotes accurately,
3	Reads and comprehends Level 50/T/U text proficiently and independently. Independently uses a variety of strategies such as predicting, connecting, questioning, visualizing, and inferring to comprehend text. Asks and answers literal and inferential questions about a text orally and in writing; quotes accurately,

Term	Determines key ideas/theme of text and gives evidence by quoting accurately. RL.2 and RI.2; RI.8
1	Determines the theme of a story or drama and provides evidence from key details in the text. Explains how characters respond to challenges.
2	Determines the theme of a story or drama and provides evidence from key details in the text. Explains how characters respond to challenges. Determines/infers two or more main ideas in informational text and explains how they are supported by key details from the text. Understands the difference between important/interesting information in informational text. *Also addressed through content area instruction.*

	Explains how an author uses reasons and evidence to support particular points in a text.
3	Determines the theme of a story, drama, or poem and provides evidence from key details in the text. Explains how characters respond to challenges or how the speaker in a poem reflects upon a topic. Determines/infers two or more main ideas in informational text and explains how they are supported by key details from the text. Understands the difference between important/interesting information in informational text. Explains how an author uses reasons and evidence to support particular points in a text.

Term	Understands text structures, features, and elements. RL.5 and R.I.5; MA.8.a; RL.6 and RI.6
1	Determines and explains the overall structure of a story or drama. Identifies and describes a narrator or speaker's point of view.
2	Determines and explains the overall structure of a story or drama. Identifies and describes a narrator or speaker's point of view. Compares and contrasts the overall structure of an informational text (e.g., chronology, comparison, cause/effect, problem/solution). *Also addressed in content area instruction.*
3	Determines and explains the overall structure of a story, drama, or poem. Identifies and describes a narrator or speaker's point of view. Locates and analyzes examples of foreshadowing in stories, poems, folktales, and plays. Compares and contrasts the overall structure of an informational text (e.g., chronology, comparison, cause/effect, problem/solution). *Also addressed in content area instruction.* Explains how narrator or speaker's point of view influences how events are described. (*Introduce in Term 2.*)

Term	Summarizes important ideas and details in a text. RL.2 and RI.2
1	Summarizes a grade level story.
2	Summarizes a grade level informational text
3	Summarizes a grade level story or informational text.

Term	Determines meaning of unknown words and phrases in text. RL.4 and RI.4; L.4 and L.5
1	Determines meaning of words and phrases in text using context clues, affixes and roots, and reference materials. Determines meaning of academic and content-specific words and phrases in informational text, including content area textbooks and trade books.
2	Determines meaning of words and phrases in text using context clues, affixes and roots, and reference materials. Determines meaning of academic and content-specific words and phrases in informational text, including content area textbooks and trade books.
3	Determines meaning of words and phrases in literary and informational text using context clues, affixes and roots, and reference materials. Interprets figurative language, including similes and metaphors, in text. Determines meaning of academic and content-specific words and phrases in informational text, including content area textbooks and trade books.

Term	Compares /contrasts important points, elements, and key details of two or more texts. RL.3 and RI.3; RI. 6; RL.9 and RI. 9
1	Compares and contrasts characters, settings, events in a story or drama. Refers to specific details in the text.
2	Explains the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. *Also addressed in content area instruction.*
3	Compares and contrasts characters, settings, events in a story or drama. Refers to specific details in the text. Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. Explains the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. *Also addressed in content area instruction.* Compares and contrasts multiple accounts of the same event or topic, noticing similarities or differences in point of view (e.g. Boston Massacre, Tea Party, Explorers). *Addressed in content area instruction.*

Foundational Skills

Term	Reads orally with accuracy and fluency. RFS. 3 and RFS.4
1	Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context. Reads grade level text orally with accuracy, appropriate rate (110+ correct wpm), and expression.
2	Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context. Reads grade level text orally with accuracy, appropriate rate (120+ correct wpm), and expression.
3	Uses phonics and word analysis skills to read unfamiliar multisyllabic words in and out of context. Reads grade level text orally with accuracy, appropriate rate (130+ correct wpm), and expression.

*Use reading rates as a guideline. If a student reads slightly below these guidelines, but reads with appropriate phrasing and attention to punctuation, they may still meet the standard.

Writing

Term	Writes narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences. W. 3; MA.3.A. and W.10
1	Introduces characters and/or narrator and setting. Organizes events in a clear sequence that unfolds naturally. Organizes events into multiple paragraphs. Uses dialogue, description, and pacing to develop experiences and events and show character's reactions. Uses a variety of transitional words, phrases, and clauses. Uses a variety of words, sentences, and sensory details. Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting,or a day or two) for a range of discipline-specific tasks, purposes and audiences.
2	N/A
3	Introduces characters and/or narrator and setting. Organizes events in a clear sequence that unfolds naturally. Organizes events into multiple paragraphs. Uses dialogue, description, and pacing to develop experiences and events and show character's reactions. Uses a variety of transitional words, phrases, and clauses. Uses a variety of words, sentences, and sensory details. Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Term	Writes opinion pieces supporting a point of view with logically ordered reasons that are supported by facts. W.1; W.9 and W.10
1	N/A
2	N/A
3	Introduces a topic or text clearly and states an opinion. Provides logically ordered reasons supported by facts (a few research-based) and details. Links opinions and reasons using words, phrases, and clauses. Provides a concluding statement or section related to the opinion provided. Uses a variety of words and sentences. Draws evidence from literary or informational texts to support analysis, reflection, and research. Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Term	Writes informative/explanatory pieces to convey ideas and information. W.2, W.9, and W.10
1	N/A
2	Develops a topic with sufficient information. Introduces a topic clearly. Groups related information logically in multiple paragraphs; links ideas within and across categories. Uses precise language and domain-specific vocabulary. Provides a concluding statement or section. Draws evidence from literary or informational texts to support analysis, reflection, and research. Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
3	N/A

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Term	Develops and strengthens writing as needed by planning, drafting, revising, and editing. W.5
1	Generates ideas and chooses a topic with support Uses or generates a graphic organizer with support Makes some attempts to revise the draft with support. Edits draft using grade level conventions with support.
2	Independently generates ideas and chooses a topic. Independently uses a graphic organizer. Generates a graphic organizer with support. Applies revision strategies from mini-lessons or teacher/peer conferences with support. Independently edits for capitalization and end punctuation; edits for other conventions with support.

Term	Develops and strengthens writing as needed by planning, drafting, revising, and editing. W.5
3	Independently generates ideas and chooses a topic. Independently uses or generates a graphic organizer. Independently revises draft. Independently edits draft using grade level conventions that have been taught.

Term	Finds, takes notes, and paraphrases relevant information from a variety of sources for research purpose. RI. 7, RI.8, RI. 9 W.7 and W.8
1	Draws on information from multiple print or digital sources, with support. Locates answers to questions quickly by skimming and scanning text, with support. *Address in content area instruction.*
2	Draws on information from multiple print or digital sources. Locates answers to questions quickly by skimming and scanning text. Takes notes and paraphrases relevant information from various sources, with support. Integrates information from several texts on the same topic in order to write or speak about the subject, with support. Provides a list of sources, with support.
3	Draws on information from multiple print or digital sources. Locates answers to questions quickly by skimming and scanning text. Takes notes and paraphrases relevant information from various sources. Integrates information from several texts on the same topic in order to write or speak about the subject. Provides a list of sources.

Speaking and Listening

Term	Engages effectively in a range of collaborative discussions SL.1, SL.2, and SL.3
1	With prompting and support, comes to discussions prepared. With prompting and support, uses notes or other information to contribute to discussions. Follows rules for discussions. With support, asks and answers questions; elaborates on remarks of others.
2	Comes to discussions prepared. Uses notes or other information to contribute to discussions. Follows rules for discussions. Asks and answers questions; elaborates on remarks of others. With support, draws conclusions from discussions or from listening to a speaker or media presentation (e.g. after a science experiment, groups share conclusions/evaluate their hypothesis).
3	Comes to discussions prepared. Uses notes or other information to contribute to discussions. Follows rules for discussions. Asks and answers questions; elaborates on remarks of others. Draws conclusions from discussions or from listening to a speaker or media presentation (e.g. after a science experiment, groups share conclusions/evaluate their hypothesis).

Term	Communicates effectively in oral presentations. SL.4, SL.5, and SL.6
1	Speaks clearly at an understandable pace. Reports on a topic or text with relevant information in a logical order.
2	Speaks clearly at an understandable pace. Reports on a topic or text or present an opinion with relevant information in a logical order. Includes multimedia components and visual displays in presentations, when appropriate.
3	Speaks clearly at an understandable pace. Reports on a topic or text or present an opinion with relevant information in a logical order. Includes multimedia components and visual displays in presentations, when appropriate. Uses formal English when appropriate to task and situation.

Language

Term	Spells grade-appropriate words and uses spelling patterns accurately in daily writing. L.2e.
1	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.
2	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.

Term	Spells grade-appropriate words and uses spelling patterns accurately in daily writing. L.2e.
3	Applies studied spelling rules and patterns in daily writing. Spells grade-appropriate high frequency words correctly in daily writing. Uses spelling resources, as needed, in daily writing.

Term	Uses grade-level appropriate conventions (grammar, punctuation, and capitalization) in daily writing.* L.1 and L.2 a - d
1	Forms and uses verb tenses correctly. Uses prepositions and prepositional phrases. Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. Uses correct capitalization and end punctuation. Uses correct punctuation for dialogue.
2	Forms and uses verb tenses correctly. Uses prepositions, prepositional phrases, and conjunctions. Uses correct capitalization and end punctuation. Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. Uses commas in a series, to separate introductory elements.
3	Forms and uses verb tenses correctly. Uses prepositions, prepositional phrases, conjunctions and interjections. Uses correct capitalization and end punctuation. Uses correct punctuation for dialogue. Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. Uses commas in a series, to separate introductory elements, yes and no, tag questions, and direct address. Uses underlining, quotation marks, or italics in titles.

*As the year progresses, students should use these conventions with increasing accuracy and independence.

Term	Understands and uses grade-level vocabulary. L. 5, and 6
1	Understands and uses vocabulary taught through literature and content area instruction.
2	Understands and uses vocabulary taught through literature and content area instruction.
3	Understands and uses vocabulary taught through literature and content area instruction.