English Language Arts
Grade 5

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content, and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content, and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills. The student generally performs significantly above the standard for the grade level, is able to access above-grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Range	RL.5.1	explains what the text says explicitly and draws simple inferences.	explains what the text says explicitly and draws inferences; quotes accurately to support ideas stated explicitly.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing complex inferences.
Range	RL.5.2	identifies an explicitly stated theme of a story, drama, or poem; determines the details in the text.	determines an explicitly stated theme of a story, drama, or poem; determines the key details in the text.	determines 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; summarizes the text.	determines an implicitly stated theme of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; provides a comprehensive summary of the text.
Range	RL.5.3	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on simplistic and explicitly stated details in the text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on explicitly stated details in the text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific explicit and implicit details in the text (e.g., how characters interact).	compares and contrasts, in depth, two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text.

Range	RL.5.4	uses explicitly stated details to determine the meaning of familiar words and phrases as they are used in a text.	uses explicitly stated details to determine the meaning of familiar words and phrases as they are used in a text, including figurative language such as metaphors and similes.	determines the meaning of words and phrases as they are used in a text (e.g., context clues), including figurative language such as metaphors and similes.	determines the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Range	RL.5.5	identifies how a series of chapters, scenes, or stanzas contribute to the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas contribute to the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; makes inferences about the interaction.
Range	RL.5.6	identifies how a narrator's or speaker's point of view influences events.	describes how a narrator's or speaker's point of view influences events.	describes how a narrator's or speaker's point of view influences how events are described.	describes how a narrator's or speaker's point of view influences how complex events are described.
Range	RL.5.7	identifies how visual and multimedia elements contribute to the meaning of a text.	describes how visual and multimedia elements contribute to the meaning of a text.	analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes and evaluates how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
Range	RL.5.8	N/A	N/A	N/A	N/A
Range	RL.5.9	compares and contrasts stories in the same genre.	compares and contrasts stories in the same genre on their approaches to similar explicitly stated topics.	compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	compares and contrasts stories in the same genre on their approaches to similar implicitly stated themes and topics, providing evidence to support his or her claim.

Reading: Informational Text					
Range	RI.5.1	explains what the text says explicitly and draws simple inferences.	explains what the text says explicitly and draws inferences; quotes accurately to support ideas stated explicitly from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing complex inferences.
Range	RI.5.2	identifies an explicitly stated main idea of a text; determines key details.	determines an explicitly stated main idea of a text and explains how it is supported by key details; provides a simple summary of the text.	determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	determines the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.
Range	RI.5.3	identifies the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.	explains 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.	analyzes in detail the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Range	RI.5.4	uses easily located, explicitly stated details to determine the meaning of frequently used academic and domain-specific words and phrases in a text.	uses explicitly stated details to determine the meaning of general academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text (e.g.,using context clues, knowledge of roots)	determines the meaning of advanced academic and domain-specific words and phrases in a text.
Range	RI.5.5	identifies the overall structure of events, ideas, concepts, or information in a text.	explains the overall structure of events, ideas, concepts, or information in two or more texts.	compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts the overall structure of events, ideas, concepts, or information in two or more texts and describes how that structure contributes to overall meaning.

Range	RI.5.6	identifies the point of view in multiple accounts of the same event or topic.	explains the point of view in multiple accounts of the same event or topic.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and identifying examples where the author reveals the point of view.
Range	RI.5.7	identifies explicit information within print or digital sources in order to locate an answer or solve a problem.	draws on information from a print or digital source, demonstrating the ability to locate an answer to a question or to solve a problem.	draws 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.	draws on information from multiple print or digital sources, making complex inferences and demonstrating the ability to locate inferred information to answer complex questions or to solve a problem efficiently.
Range	RI.5.8	identifies which reasons or evidence support a point in a text.	describes how an author uses reasons and evidence to support particular points in a text.	explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	evaluates the strength of the reasons and evidence an author uses to support particular points in a text.
Range	RI.5.9	identifies information from two texts in order to write or speak about the subject knowledgably.	integrates explicitly stated similarities from several texts on the same topic in order to write or speak about the subject knowledgably.	integrates information from several texts on the same topic in order to write or speak about the subject knowledgably.	integrates complex or inferred information from several texts on the same topic in order to write or speak knowledgably, using textual evidence about the subject.
Writing					
Range	W.5.1	writes an opinion that lacks organization, that does not include an introduction or conclusion or includes an unclear one, provides irrelevant reasons to support an opinion, and provides facts and reasons that are not connected.	writes a moderately organized opinion piece that introduces the topic, provides relevant and irrelevant reasons for the opinion that may or may not be logically ordered and/or supported by facts and details, links opinions and reasons, and provides a concluding statement.	writes a well-organized opinion piece that introduces the topic, provides reasons for the opinion that are logically ordered and supported by facts and details, links opinions and reasons, and provides a relevant concluding statement.	writes a well-organized opinion piece that effectively introduces the topic, provides reasons for the opinion that are logically and purposefully ordered and supported by facts and details, links opinions and reasons, and provides a relevant and effective concluding statement.

Range	W.5.2	writes an explanation that lacks organization, that does not include an introduction or conclusion or includes an ineffective one, provides irrelevant facts and details that may or may not have support in the text in an attempt to develop the topic, and does not use domain-specific vocabulary to clarify the text.	writes a loosely organized explanatory piece that introduces the topic, develops the topic with facts and details that may or may not have support in the text, links ideas with categories of information which may or may not be demonstrated in the text, uses domain-specific vocabulary in an attempt to explain the topic, and provides a concluding statement.	writes a well-organized explanatory piece that clearly introduces the topic, develops the topic with concrete facts and details, links ideas with categories of information using phrases and clauses, uses domain-specific vocabulary, and provides a concluding statement.	writes a well-organized explanatory piece that clearly and effectively introduces the topic, develops the topic with concrete facts and details, links supported ideas with categories of information using complex phrases and clauses, uses domain-specific vocabulary efficiently, and provides an effective concluding statement.
Range	W.5.4-6	produces writing with guidance and support that includes insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes partial development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements.
Range	W.5.7-8	conducts some research and recalls some information from experiences and sources, providing evidence that is not relevant or sorted into the provided categories and drawing irrelevant information from literary or informational texts to attempt to support his or her research and analysis.	conducts some research and recalls some information from experiences and sources, providing some evidence that may not be sorted into the relevant provided categories and drawing some relevant information from literary or informational texts to attempt to support his or her research and analysis.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research and analysis.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts as strong and relevant support for his or her research and analysis.
Listening					
Range	SL.5.2	identifies key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	explains the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	provides a comprehensive summary of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Range	SL.5.3	identifies the points a speaker makes.	determines the points a speaker makes and identifies how each claim is supported by reasons and evidence.	summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.	provides a comprehensive summary of the points a speaker makes and explains in detail how each claim is supported by reasons and evidence.
			Language		
Range	L.5.1	demonstrates a limited understanding of the conventions of standard English grammar and usage when writing or speaking; attempts to form and use the perfect verb tenses; attempts to use correlative conjunctions (e.g., either/or, neither/nor).	demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking, understanding the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various times, sequences, states, and conditions, and recognizes inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or, neither/nor).	demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking, explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various times, sequences, states, and conditions, and recognizes and corrects inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or, neither/nor).	demonstrates command of the conventions of standard English grammar and usage when writing or speaking, explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various specific times, sequences, states, and conditions, and recognizes and corrects inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or, neither/nor).
Range	L.5.2	demonstrates limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; spells words correctly, consulting references as needed.	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; spells words correctly, consulting references as needed.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; spells words correctly, consulting references as needed.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; spells words correctly, consulting references as needed.

Range	L.5.3	uses limited knowledge of language and its conventions when writing, speaking, reading, or listening; expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	uses basic knowledge of language and its conventions when writing, speaking, reading, or listening; expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	uses knowledge of language and its conventions when writing, speaking, reading, or listening; expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening; effectively expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts, in depth, the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Range	L.5.4	clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies; uses immediate context as a clue to the meaning of a word or phrase; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses immediate context as a clue to the meaning of a word or phrase; recognizes Greek and Latin affixes and roots; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Range	L.5.5	recognizes figurative language, basic word relationships, and nuances in word meanings; recognizes common idioms, adages, and proverbs; understands the relationship between particular words (e.g., synonyms, antonyms, homographs).	demonstrates understanding of basic figurative language, basic word relationships, and nuances in word meanings; interprets basic figurative language, including similes and metaphors, in context; recognizes common idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings; interprets figurative language, including similes and metaphors, in context; recognizes and explains the meaning of common idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings; interprets complex figurative language, including similes and metaphors, in context; recognizes and explains the meaning of idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Range					