



Grade 5 English Language Arts

Important Notes

- For a level 3 and 4 in the **Reading: Literature and Informational Text Indicators**, the student must be able to apply the skills specified on the rubric using a grade level text. If a student is reading an above grade level text they still need to demonstrate the specific skills on the rubric to achieve a level 3 or 4.
- For all indicators, the specific skills to incorporate into each score are only listed under “3.” A “4” includes all of the criteria of a 3, plus the additional criteria of a “4”.
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Reading: Literature and Informational Text

Report Card Indicator: Makes inferences supported by text evidence				
Standard: RL.5.1, RI.5.1				
Trimester	1	2	3	4
1	• N/A	• N/A	• N/A	• N/A

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2	<ul style="list-style-type: none"> ● Unable to make inferences regarding texts or support them with quoted evidence 	<ul style="list-style-type: none"> ● Requires prompting and support to make inferences regarding texts and begins to support them with quoted evidence 	<ul style="list-style-type: none"> ● Independently makes inferences about grade level texts and supports them using quoted evidence <ul style="list-style-type: none"> ○ Theme ○ Story Elements ○ Relationships ○ Explain text 	<ul style="list-style-type: none"> ● Independently and consistently makes inferences regarding texts and quotes relevant, text evidence to support analysis of the text
3	<ul style="list-style-type: none"> ● Unable to make inferences regarding texts or support them with quoted evidence 	<ul style="list-style-type: none"> ● Requires prompting and support to make inferences regarding texts and begins to support them with quoted evidence 	<ul style="list-style-type: none"> ● Independently makes inferences about grade level texts and supports them using quoted evidence. <ul style="list-style-type: none"> ○ Theme ○ Story Elements ○ Relationships ○ Explain text 	<ul style="list-style-type: none"> ● Independently and consistently makes inferences regarding texts and quotes relevant, text evidence to support analysis of the text

Report Card Indicator: Determines the theme in a text, including details (Inc. summarize the text)				
Standard: RL.5.2				
<i>Trimester</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1	<ul style="list-style-type: none"> • Unable to summarize a fictional text to determine the theme and explain how it is supported by key details 	<ul style="list-style-type: none"> • Requires prompting and support to summarize a fictional text to determine the theme and explain how it is supported by key details 	<ul style="list-style-type: none"> • Independently able to summarize a grade level fictional text to determine the theme and explain how it is supported by key detail. 	<ul style="list-style-type: none"> • Independently and consistently summarizes a fictional text to determine the theme and explain how it is supported by key details <ul style="list-style-type: none"> ○ Summary reflects a deeper understanding of the text. ○ Able to articulate a strong relationship between theme and cited key details.

2	<ul style="list-style-type: none">• Unable to summarize a fictional text to determine the theme and explain how it is supported by key details	<ul style="list-style-type: none">• Requires prompting and support to summarize a fictional text to determine the theme and explain how it is supported by key details	<ul style="list-style-type: none">• Independently able to summarize a grade level fictional text to determine the theme and explain how it is supported by key details	<ul style="list-style-type: none">• Independently and consistently summarizes a fictional text to determine the theme and explain how it is supported by key details<ul style="list-style-type: none">○ Summary reflects a deeper understanding of the text.○ Able to articulate a strong relationship between theme and cited key details.
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	<ul style="list-style-type: none">● Unable to summarize a fictional text to determine the theme and explain how it is supported by key details	<ul style="list-style-type: none">● Requires prompting and support to summarize a fictional text to determine the theme and explain how it is supported by key details	<ul style="list-style-type: none">● Independently able to summarize a grade level fictional text to determine the theme and explain how it is supported by key details	<ul style="list-style-type: none">● Independently and consistently summarizes a fictional text to determine the theme and explain how it is supported by key details<ul style="list-style-type: none">○ Summary reflects a deeper understanding of the text.○ Able to articulate a strong relationship between theme and cited key details.
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Report Card Indicator: Determines the main idea(s) in an informational text, including details (Inc. summarizes the text)				
Standard: RI.5.2				
Trimester	1	2	3	4
1	Unable to summarize an informational text to determine the main idea of the text and explain how it is supported by key details	Requires prompting and support to summarize an informational text to determine the main idea of the text and explain how it is supported by key details	Independently summarizes a grade level informational text to determine the main idea of the text and explain how it is supported by key details	Independently and consistently summarizes an informational text to determine the main ideas of the text and explain how it is supported by key details <ul style="list-style-type: none"> ○ Summary reflects a deeper understanding of the text. ○ Able to articulate a strong relationship between main ideas and cited key details.

2	<ul style="list-style-type: none"> • Unable to summarize an informational text to determine the main ideas of the text and explain how it is supported by key details 	<ul style="list-style-type: none"> • Requires prompting and support to summarize an informational text to determine the main ideas of the text and explain how it is supported by key details 	<ul style="list-style-type: none"> • Independently summarizes a grade level informational text to determine two or more main ideas of the text and explain how it is supported by key details 	<ul style="list-style-type: none"> • Independently and consistently summarizes an informational text to determine the main ideas of the text and explain how it is supported by key details <ul style="list-style-type: none"> ○ Summary reflects a deeper understanding of the text. ○ Able to articulate a strong relationship between main ideas and cited key details.
3	<ul style="list-style-type: none"> • Unable to summarize an informational text to determine the main ideas of the text and explain how it is supported by key details 	<ul style="list-style-type: none"> • Requires prompting and support to summarize an informational text to determine the main ideas of the text and explain how it is supported by key details 	<ul style="list-style-type: none"> • Independently summarizes a grade level informational text to determine two or main ideas of the text and explain how it is supported by key details 	<ul style="list-style-type: none"> • Independently and consistently summarizes an informational text to determine the main ideas of the text and explain how it is supported by key details <ul style="list-style-type: none"> ○ Summary reflects a deeper understanding of the text. ○ Able to articulate a strong relationship between main ideas and cited key details.

Report Card Indicator: Analyze text to identify varying points of view				
Standard: RL.5.6, RI 5.6				
Trimester	1	2	3	4
1	N/A	N/A	N/A	N/A
2	<ul style="list-style-type: none"> Unable to identify varying points of view 	<ul style="list-style-type: none"> Beginning to identify varying points of view 	<p>Independently identifies varying points of view on a grade level text</p> <ul style="list-style-type: none"> How point of view influences description of events How author's background/culture affects perspective 	<p>Independently and consistently identifies varying points of view</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event/topic

3	<ul style="list-style-type: none"> • Unable to identify varying points of view 	<ul style="list-style-type: none"> • Beginning to identify varying points of view 	<p>Independently identifies varying points of view on a grade level text</p> <ul style="list-style-type: none"> ○ How point of view influences description of events ○ How author’s background/culture affects perspective ○ Analyze multiple accounts of the same event/topic 	<p>Independently and consistently identifies varying points of view</p> <ul style="list-style-type: none"> ○ Able to present their findings in a sophisticated way
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Reading: Foundational Skills

Report Card Indicator: Reads appropriately to support comprehension (rate, accuracy, expression)				
Standard: RL.5.10, RI 5.10, RF.5.4				
Trimester	1	2	3	4
1	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

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2	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension
3	Unable to read with appropriate rate, stamina, accuracy and expression to support comprehension	Begins to read with appropriate rate, stamina, accuracy and expression to support comprehension	Independently reads grade level texts with appropriate rate, stamina, accuracy and expression to support comprehension	Independently and consistently reads above grade-level texts with appropriate rate, stamina, accuracy and expression to support comprehension

Writing

Report Card Indicator: Writes to communicate ideas and information(in an organized manner appropriate to task and purpose)				
Standard: W.5.1 W.5.2 W.5.3				
Trimester	1	2	3	4

<p>1</p>	<ul style="list-style-type: none"> • Unable to write for a specific task that has been taught 	<ul style="list-style-type: none"> • Attempts to write for a specific task that has been taught, but does not meet grade level expectations 	<ul style="list-style-type: none"> • Independently writes for different purposes appropriate to grade level expectations <ul style="list-style-type: none"> ○ <i>Organizational structure (Introduction, Supporting Details, Conclusion, etc.)</i> ○ <i>Convey ideas/information</i> ○ <i>Specific genre criteria</i> ○ <i>Uses writing process (plans, revises and edits)</i> 	<p>Independently and consistently produces writing appropriate to task, purpose and audience. Writing is coherent, well crafted and includes sophisticated organization and elaboration</p> <ul style="list-style-type: none"> • Includes conventions of writing (similes, metaphors, sensory details, voice, dialogue)
<p>2</p>	<ul style="list-style-type: none"> • Unable to write for a specific task that has been taught 	<ul style="list-style-type: none"> • Attempts to write for a specific task that has been taught, but does not meet grade level expectations 	<ul style="list-style-type: none"> • Independently writes for different purposes appropriate to grade level expectations <ul style="list-style-type: none"> ○ <i>Organizational structure (Introduction, Supporting Details, Conclusion, etc.)</i> ○ <i>Convey ideas/information</i> ○ <i>Specific genre criteria</i> ○ <i>Uses writing process (plans, revises and</i> 	<p>Independently and consistently produces writing appropriate to task, purpose and audience</p> <p>Writing is coherent, well crafted and includes sophisticated organization and elaboration</p> <ul style="list-style-type: none"> • Includes conventions of writing (similes, metaphors, sensory details, voice, dialogue)

			<p><i>edits)</i></p>	
<p>3</p>	<ul style="list-style-type: none"> • Unable to write for a specific task that has been taught 	<ul style="list-style-type: none"> • Attempts to write for a specific task that has been taught, but does not meet grade level expectations 	<ul style="list-style-type: none"> • Independently writes for different purposes appropriate to grade level expectations <ul style="list-style-type: none"> ○ <i>Organizational structure (Introduction, Supporting Details, Conclusion, etc.)</i> ○ <i>Convey ideas/information</i> ○ <i>Specific genre criteria</i> ○ <i>Uses writing process (plans, revises and edits)</i> 	<p>Independently and consistently produces writing appropriate to task, purpose and audience. Writing is coherent, well crafted and includes sophisticated organization and elaboration</p> <ul style="list-style-type: none"> • Includes conventions of writing (similes, metaphors, sensory details, voice, dialogue)

Report Card Indicator: Supports writing with details, evidence from the texts, and/or research				
Standard: W.5.7 W.5.8 W.5.9				
Trimester	1	2	3	4
1	<ul style="list-style-type: none"> Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic 	<ul style="list-style-type: none"> With prompting and support, provides limited details, examples and/or research to support a topic 	<ul style="list-style-type: none"> Independently provides details, examples from the text and/or research to support a topic <ul style="list-style-type: none"> <i>Use of several sources to build knowledge</i> <i>Summarize/paraphrase information in notes and finished work</i> 	<ul style="list-style-type: none"> Independently and consistently provides <u>purposeful and essential</u> details, examples from the text and/or research to support a topic <ul style="list-style-type: none"> <i>Includes relevant background knowledge or text support</i>

<p>2</p>	<ul style="list-style-type: none"> ● Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic 	<ul style="list-style-type: none"> ● With prompting and support, provides limited details, examples and/or research to support a topic 	<ul style="list-style-type: none"> ● Independently provides details, examples from the text and/or research to support a topic <ul style="list-style-type: none"> ○ <i>Use of several sources to build knowledge</i> ○ <i>Summarize/paraphrase information in notes and finished work</i> ○ <i>Draw evidence to support analysis, reflection and research</i> 	<ul style="list-style-type: none"> ● Independently and consistently provides <u>purposeful and essential</u> details, examples from the text and/or research to support a topic <ul style="list-style-type: none"> ○ <i>Includes relevant background knowledge or text support</i>
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<p>3</p>	<ul style="list-style-type: none"> ● Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic 	<ul style="list-style-type: none"> ● With prompting and support, provides limited details, examples and/or research to support a topic 	<ul style="list-style-type: none"> ● Independently provides details, examples from the text and/or research to support a topic <ul style="list-style-type: none"> ○ <i>Use of several sources to build knowledge</i> ○ <i>Summarize/paraphrase information in notes and finished work</i> ○ <i>Draw evidence to support analysis, reflection and research</i> 	<ul style="list-style-type: none"> ● Independently and consistently provides <u>purposeful and essential</u> details, examples from the text and/or research to support a topic <ul style="list-style-type: none"> ○ <i>Includes relevant background knowledge or text support</i>
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Report Card Indicator: Develops and strengthens writing by planning, revising, and editing				
Standard: W.5.5				
Trimester	1	2	3	4
1	<ul style="list-style-type: none"> Unable to strengthen writing by planning, revising and/or editing 	<ul style="list-style-type: none"> With significant prompting and support, is able to strengthen writing by planning, revising and/or editing 	<ul style="list-style-type: none"> With prompting and support, is able to strengthen writing by planning, revising, editing rewriting or trying a new approach 	<ul style="list-style-type: none"> Independently develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach
2	<ul style="list-style-type: none"> Unable to strengthen writing by planning, revising and/or editing 	<ul style="list-style-type: none"> With significant prompting and support, is able to strengthen writing by planning, revising and/or editing 	<ul style="list-style-type: none"> With prompting and support, is able to strengthen writing by planning, revising, editing rewriting or trying a new approach 	<ul style="list-style-type: none"> Independently develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach

3	<ul style="list-style-type: none">• Unable to strengthen writing by planning, revising and/or editing	<ul style="list-style-type: none">• With significant prompting and support, is able to strengthen writing by planning, revising and/or editing	<ul style="list-style-type: none">• With prompting and support, is able to strengthen writing by planning, revising, editing rewriting or trying a new approach	<ul style="list-style-type: none">• Independently develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach
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Language Usage

Report Card Indicator: Demonstrates understanding of capitalization, punctuation and spelling (Inc. grammar)				
Standard: L.5.1 L.5.2				
Trimester	1	2	3	4
1	<ul style="list-style-type: none"> Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling 	<ul style="list-style-type: none"> With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling 	<ul style="list-style-type: none"> Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling 	<ul style="list-style-type: none"> Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization and punctuation at a more sophisticated level or correctly uses untaught skills

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2	<ul style="list-style-type: none"> Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling 	<ul style="list-style-type: none"> With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling 	<ul style="list-style-type: none"> Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling 	<ul style="list-style-type: none"> Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization and punctuation at a more sophisticated level or correctly uses untaught skills
3	<ul style="list-style-type: none"> Unable to apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling 	<ul style="list-style-type: none"> With prompting and support, can apply grade level conventions of standard English grammar, usage, capitalization, punctuation and/or spelling 	<ul style="list-style-type: none"> Independently applies grade level conventions of standard English grammar, usage, capitalization, punctuation and spelling 	<ul style="list-style-type: none"> Independently and consistently applies grade level conventions of standard English grammar, usage, capitalization and punctuation at a more sophisticated level or correctly uses untaught skills

Report Card Indicator: Understands and acquires grade appropriate vocabulary (including content specific words)				
Standard: L5.4, L5.5, L5.6				
Trimester	1	2	3	4

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1	<ul style="list-style-type: none"> • Unable to use and understand grade appropriate and learned vocabulary accurately 	<ul style="list-style-type: none"> • Can use and understand some grade appropriate and learned vocabulary accurately. 	<ul style="list-style-type: none"> • Independently uses and understands grade appropriate and learned vocabulary accurately. <ul style="list-style-type: none"> ○ Context clues ○ Figurative Language ○ Word Relationships ○ Word Nuances ○ Uses reference materials (dictionaries, glossaries, thesauruses) 	<ul style="list-style-type: none"> • Independently and consistently uses and understands grade appropriate and learned vocabulary in sophisticated ways
2	<ul style="list-style-type: none"> • Unable to use and understand grade appropriate and learned vocabulary accurately 	<ul style="list-style-type: none"> • Can use and understand some grade appropriate and learned vocabulary accurately 	<ul style="list-style-type: none"> • Independently uses and understands grade appropriate and learned vocabulary accurately <ul style="list-style-type: none"> ○ Context clues ○ Figurative Language ○ Word Relationships ○ Word Nuances ○ Uses reference materials (dictionaries, glossaries, thesauruses) 	<ul style="list-style-type: none"> • Independently and consistently uses and understands grade appropriate and learned vocabulary in sophisticated ways

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3	<ul style="list-style-type: none"> ● Unable to use and understand grade appropriate and learned vocabulary accurately 	<ul style="list-style-type: none"> ● Can use and understand some grade appropriate and learned vocabulary accurately 	<ul style="list-style-type: none"> ● Independently uses and understands grade appropriate and learned vocabulary accurately <ul style="list-style-type: none"> ○ Context clues ○ Figurative Language ○ Word Relationships ○ Word Nuances ○ Uses reference materials (dictionaries, glossaries, thesauruses) 	<ul style="list-style-type: none"> ● Independently and consistently uses and understands grade appropriate and learned vocabulary in sophisticated ways
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Speaking and Listening

Report Card Indicator: Effectively engages in collaborative conversations (building on others' ideas and expressing their own clearly)				
Standard: SL5.1				
Trimester	1	2	3	4

1	<ul style="list-style-type: none"> • Unable to engage in effective, collaborative conversations 	<ul style="list-style-type: none"> • Limited ability to engage in effective, collaborative conversations 	<ul style="list-style-type: none"> • Effectively engages in collaborative conversations building on others' ideas and clearly, expressing their own <ul style="list-style-type: none"> ○ <i>Prepared for discussions</i> ○ <i>Pose and respond to specific questions/comments</i> ○ <i>Purposeful listening</i> ○ <i>Elaborates on the comments of others</i> 	<ul style="list-style-type: none"> • Effectively engages in sophisticated collaborative conversations building on and synthesizing others' ideas and insightfully clearly, expressing their own
2	<ul style="list-style-type: none"> • Unable to engage in effective, collaborative conversations 	<ul style="list-style-type: none"> • Limited ability to engage in effective, collaborative conversations 	<ul style="list-style-type: none"> • Effectively engages in collaborative conversations building on others' ideas and clearly, expressing their own <ul style="list-style-type: none"> ○ <i>Prepared for discussions</i> ○ <i>Pose and respond to specific questions/comments</i> ○ <i>Purposeful listening</i> ○ <i>Elaborates on the comments of others</i> 	<ul style="list-style-type: none"> • Effectively engages in sophisticated collaborative conversations building on and synthesizing others' ideas and insightfully clearly, expressing their own

3	<ul style="list-style-type: none">• Unable to engage in effective, collaborative conversations	<ul style="list-style-type: none">• Limited ability to engage in effective, collaborative conversations	<ul style="list-style-type: none">• Effectively engages in collaborative conversations building on others' ideas and clearly, expressing their own<ul style="list-style-type: none">○ <i>Prepared for discussions</i>○ <i>Pose and respond to specific questions/comments</i>○ <i>Purposeful listening</i>○ <i>Elaborates on the comments of others</i>	<ul style="list-style-type: none">• Effectively engages in sophisticated collaborative conversations building on and synthesizing others' ideas and insightfully clearly, expressing their own
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