

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can determine and/or clarify the meaning of unknown and multiple-meaning words and phrases

Reporting Category: RD5.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can:</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>C. determine the meaning of general academic and domain-specific words and phrases used in a text.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>I can:</p> <p>A. recognize or recall academic vocabulary including: context, definition Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ figure out the meaning of any unknown words using the text ○ underline and/or highlight clues that help determine word meaning. <p>B. recognize or recall academic vocabulary including: root, prefixes, suffixes, affixes, definition, description, examples Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ demonstrate an understanding of what a root is and that many words are made up of roots ○ know meanings of common, grade appropriate prefixes ○ know meanings of common, grade appropriate suffixes ○ know the difference between suffixes that change word meaning and word endings that change tense <p>C. recognize or recall academic vocabulary including: multiple meaning, domain-specific Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ figure out the meaning of content vocabulary based on the text. ○ underline and/or highlight clues that help determine word meaning.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can demonstrate understanding of figurative language.

Reporting Category: RD5.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can:</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>I can:</p> <p>A. recognize or recall academic vocabulary including: similes, metaphors</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ recognize and explain the meaning of similes and metaphors. ○ describe the difference between figurative and literal language. ○ Identify when the words like or as are used to compare two unlike ideas. ○ Describe the literal meaning of the two words being compared in a simile or metaphor. ○ Describe the figurative meaning of a metaphor or simile. <p>B. recognize or recall academic vocabulary including: idioms, adages, proverbs</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ recognize and explain the meaning of common idioms, adages, and proverbs. similes, metaphors ○ describe the difference between figurative and literal language. ○ state that idioms, adages, and proverbs often do not literally mean what they say. ○ identify idioms, adages, and proverbs in context. ○ describe the literal meaning of words in an idiom, adage, or proverb. ○ describe the figurative meaning of an idiom, adage, or proverb. ○ describe the context in which an idiom, adage, or proverb is being used. <p>C. recognize or recall academic vocabulary including: root, prefixes, suffixes, affixes, synonym, antonym, definition, description, examples</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ use the relationship between between particular words (synonyms, antonyms, homographs) to better understand each of the words ○ underline and or highlight clues to determine meaning ○ identify clues to find the unknown word. ○ identify synonym or comparison clues to the meaning of a word or phrase in context ○ identify antonym or contrast clues to the meaning of a word or phrase in context ○ identify examples or descriptions of an unknown word or phrase in context ○ identify definitions of a word or phrase in context
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can quote accurately from a text to explain what the text says explicitly and make inferences and/or generalizations in literature and informational texts.

Reporting Category: RD5.2.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can: A. quote accurately from a text when explaining what the text says explicitly, and when drawing inferences and/or making generalizations from the text
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	I can: A. recognize or recall academic vocabulary including: quote, explicitly, accurately, conclude, support evidence, inference, generalization, infer, conclude detail, evidence perform basic processes such as: <ul style="list-style-type: none"> ○ identify details and examples in a text ○ cite specific examples and details to support inferences ○ make generalized statements regarding the text's central message ○ draw on appropriate background knowledge to construct meaning from the text ○ assess the text's central message using what is explicitly stated and through inferences and generalizations within the text ○ recognize where prior background knowledge may or may not be accurate and adjust understanding of the text accordingly ○ when inferring from the text, cite what the author said that led to that conclusion. ○ Use expressions like: <ul style="list-style-type: none"> ○ <i>the author states</i> ○ <i>in the author's opinion</i> ○ <i>according to the author</i> ○ <i>on page ___ the author says</i> ○ <i>in the book the author says</i> when explaining what the text says
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can understand two or more main points of an informational text with supporting details.

Reporting Category: RD5.2.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can:</p> <p>A. identify two or more main ideas of a text and explain how they are supported by key details.</p> <p>B. use the main ideas and key details to summarize the informational text.</p> <p>C. explain how the author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>I can:</p> <p>A. recognize or recall academic vocabulary including: main idea, support, key details, determine, explain</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ identify the main ideas of the text ○ analyze how the author supported the main ideas with the key details ○ determine which details are key to the text <p>B. recognize or recall academic vocabulary including: summarize, informational text</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ provide a partial summarization of important information from the text. ○ use main idea and details to write a summary of the text. <p>C. recognize or recall academic vocabulary including: reasons, evidence, claim, support, fact, opinion, perspective</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ identify the author's main points ○ locate evidence that the author uses to prove his/her point ○ recognize when the author give facts versus his/her opinion ○ categorize reasons and evidence as relevant or irrelevant.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can integrate information from several texts.

Reporting Category: RD5.2.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can:</p> <p>A. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>B. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>C. Use text features to gain information and/or make connections between text and the content of text features..</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>I can:</p> <p>A. recognize or recall academic vocabulary including: integrate, similarities, differences, topic, demonstrate, compare, contrast</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ identify common details about a topic within multiple texts. ○ organize information from several sources. ○ describe differences in the information from multiple texts.l ○ identify text evidence from multiple texts to answer a question about the topic. ○ combine the most important information <p>B. recognize or recall academic vocabulary including: accounts, topic,similarities, differences, point of view</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ describe the characteristics of firsthand and secondhand accounts. ○ compare the qualities of firsthand and secondhand accounts of a topic or event. ○ identify a source as either a primary or secondary source. ○ describe the author's or speaker's relationship to an event or topic in a text. ○ highlight words or phrases that show how a speaker feels about an event or topic. ○ compare and contrast two accounts on one topic or even using a graphic organizer. ○ explain the difference in focus between firsthand and secondhand accounts. <p>C. recognize or recall academic vocabulary including: print sources, digital sources, efficiently, locate, synthesize, summarize, topic, solution</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ be familiar with reference materials in libraries such as atlases, glossaries, encyclopedias ○ access digital information sources such as Google, Wikipedia, dictionary.com ○ use key terms and questions to focus a search ○ determine if a source is credible
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can use the author's text organization to interpret information in an informational text.

Reporting Category: RD5.2.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can A. compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>I can:</p> <p>A. recognize or recall academic vocabulary including: chronology, chronological order, sequencing, comparison, cause/effect, problem/solution, description, text structure, relationships, concepts, events, describe</p> <p>perform basic processes such as:</p> <ul style="list-style-type: none"> ○ understand that organizational structures are used to convey information (sequence, cause/effect, problem/solution, description, compare/contrast) ○ list words or phrases that indicate the following text structures: <ul style="list-style-type: none"> a. sequence of events b. compare and contrast c. cause and effect d. problem and solution e. description ○ compare/contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts <p>B. recognize or recall academic vocabulary including: print sources, digital sources, efficiently, locate, synthesize, summarize, topic, solution</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ be familiar with reference materials in libraries such as atlases, glossaries, encyclopedias ○ access digital information sources such as Google, Wikipedia, dictionary.com ○ use key terms and questions to focus a search ○ determine if a source is credible
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text, based on specific information in the text.

Reporting Category: RD5.2.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can: A. explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	I can: A. recognize or recall academic vocabulary including: events, concepts, ideas, interactions, cause, effect, relationship, historical, procedures, steps, scientific, technical, information perform basic processes such as: <ul style="list-style-type: none"> ○ recognize the difference between an event, an idea, individual or concept ○ cite specific information from the text that supports observations about relationships or interactions ○ compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology ○ understand information read in historical, scientific, or technical text
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can determine the theme and summarize the text in literature.

Reporting Category: RD5.3.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can:</p> <p>A. determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic</p> <p>B. summarize the (literature) text.</p>
	3.5	I am beginning to transfer this learning to more complex content and thinking.
Approaching Standard	2	<p>I can</p> <p>A. recognize or recall academic vocabulary including: theme, drama, poem, reflect, message, moral, lesson, personal, global</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ identify universal themes in stories, dramas, or poems ○ identify the topics in the writing ○ identify text that supports a theme. ○ state that a theme can apply personally to a character, but also globally to real life. ○ understand that characters respond to challenges in different ways, such as internally or externally ○ Describe how a character reacts to a problem or conflict. ○ Explain how a character changes over the course of a text. <p>B. recognize or recall academic vocabulary including: summarize, literature text, plot, problem, solution, sequence of events, character, setting, resolution</p> <p>Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ Identify the SWBST of a story (character, goals, problems, events, solution, resolution) ○ Identify the main event(s) in the beginning, middle, and end of a story.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can compare and contrast narrative elements in literature.

Reporting Category: RD5.3.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can: A. compare and contrast two or more characters, settings or events using specific details
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	I can: A. recognize or recall academic vocabulary including: analyze, compare, contrast, conflict, character, character traits, describe, dialogue, difference, genre, relationship, setting, similarity perform basic processes such as: <ul style="list-style-type: none"> ○ Identify the characters, setting and major events of a story ○ compare and contrast characters, setting, and events in a story or drama ○ provide specific details when describing the interactions between characters ○ provide specific details when comparing or contrasting settings or events ○ analyze how characters respond to each other through actions and dialogue. ○ describe similarities and differences between two characters. ○ draw conclusions about how the story would have developed if the characters and their interactions would have been different. ○ describe the main conflict or problem in two texts including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ○ identify important relationships between the characters in two texts (family, friends, and hero/villian conflicts etc.)
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can compare and contrast stories in the same genre on their approaches to similar themes and topics.

Reporting Category: RD5.3.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can: A. compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics as well as additional literary elements.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	I can A. recognize or recall academic vocabulary including: theme, compare, contrast, similar, patterns of events, literature, mystery, poem, fable, genre Perform basic processes such as: <ul style="list-style-type: none"> ○ identify the approaches authors take by analyzing two or more texts of similar themes ○ be familiar with the characteristics of a wide range of genres (fables, folktales, mysteries, poems, and adventure stories)
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can describe how a narrator's or speaker's point of view influences how events are described.

Reporting Category: RD5.3.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can: describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	I can A. recognize or recall academic vocabulary including: influence, author, narrator, speaker in text, point of view, develop Perform basic processes such as: <ul style="list-style-type: none"> ○ identify the person who is telling the story ○ understand that a character's role in a story influences how he/she tells the story ○ understand how the narrator's point of view influences the description of events ○ understand how different point of views can offer the reader different insights into the story
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

5th Grade Reading Proficiency Scales, 2023-2024 Updated 8.23

Priority Standard: I can draw evidence from literature or informational text to support a written analysis (TDA)

Reporting Category: RD5.4.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>I can</p> <p>A. introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.</p> <p>B. develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p>C. link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E. provide a concluding statement or section related to the analysis presented.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>I can</p> <p>A. recognize or recall academic vocabulary including: topic, introduction, organize, audience, purpose, task Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ Write an introduction sentence using words and phrases from the prompt. ○ Write a statement sentence that explains and describes their purpose. ○ Groups thoughts in a logical and organized way. ○ Apply a graphic organizer strategy. ○ Answers the prompt and stays on topic. <p>B. recognize or recall academic vocabulary including: analysis, analyze, text evidence, claim, opinion, ideas, support, prove, explain, inferences, implicit, explicit, paraphrase, summarize, quote Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ Gives an answer or claim that matches the prompt. ○ Provides evidence to support the answer or claim. ○ Explains their thinking and how the evidence supports the answer. ○ Uses paraphrasing or quotes and precise details for evidence. <p>C. recognize or recall academic vocabulary including: transitions, phrases Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ Uses transitions and organizational phrases with introduction. ○ Uses transitions and organizational phrases to signify answers (such as first, next, also). ○ Uses transitions and organizational phrases to give evidence (such as in the text, the text says) ○ Uses transitions and organizational phrases in the conclusion. <p>D. recognize or recall academic vocabulary including: precise, specific, terminology, vocabulary, describe Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ Uses academic and domain-specific vocabulary, and vocabulary that is specific to the content of the prompt. <p>E. recognize or recall academic vocabulary including: restate, conclusion, summarize, statement Perform basic processes such as:</p> <ul style="list-style-type: none"> ○ Write a wrap-up sentence or sentences restating the answer(s) and topic.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.