

**Fifth Grade English Language Arts  
Standards-Based Report Card**

**Scoring Rubric:**

**3:** Meets expectations (students meet all criteria within this category)

**2:** Approaching expectations

**1:** Beginning to learn expectations

**Blank Box:** Not assessed

**IE:** Insufficient evidence

**Reading Literature and Informational Text**

1. Develop and demonstrate comprehension skills in response to reading texts and read-alouds. (5.R.1.A)
2. Develop an understanding of vocabulary. (5.1.R.B)
3. Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama. (5.R.2.A)
4. Read, infer, and draw conclusions using text features in nonfiction text. (5.R.3.A)
5. Read, infer, and draw conclusions using literary techniques in nonfiction texts. (5.R.3.B)
6. Read, infer, and draw conclusions using text structures in nonfiction text. (5.R.3.C)
7. Read independently for multiple purposes over sustained periods of time. (5.R.1.D)

**Foundational Skills**

1. Develop phonics in the reading process.

**Writing**

1. Appropriate to the genre, develop a draft from prewriting. (5.W.1.B)
2. Reread, revise, and edit drafts with assistance. (5.W.1.C)
3. Write opinion texts. (5.W.2.A)
4. Write informative/explanatory texts. (5.W.2.B)
5. Write fiction or nonfiction narratives and poems. (5.W.2.C)
6. Apply a research process to use information from a variety of sources. (5.W.3.A)

**Language**

1. In speech and written form, apply standard English grammar. (5.L.1.A)
2. In written text, apply punctuation, capitalization, and spelling. (5.L.1.B)

**Speaking and Listening**

1. Develop and apply effective listening skills and strategies in formal and informal settings. (5.SL.1.A)

Reading Standard 1: Develop and demonstrate comprehension skills in response to reading texts and read-alouds 5.R.1.A

Sub Standards: Drawing conclusions and inferring by **referencing** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (5.R.1.A.a)  
Drawing conclusions by **providing** textual evidence of what the text says explicitly as well as inferences drawn from the text(5.R.1.A.b)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately draws logical conclusions from the text.</li> <li><input type="checkbox"/> Clearly references and explains multiple pieces of textual evidence to support explicit statements and inferences.</li> <li><input type="checkbox"/> Demonstrates a thorough understanding of the text by providing insightful analysis.</li> <li><input type="checkbox"/> Consistently and accurately cites specific parts of the text to support conclusions and inferences.</li> <li><input type="checkbox"/> Demonstrates a comprehensive understanding of the text, including its explicit statements and underlying themes.</li> <li><input type="checkbox"/> Provides detailed and thoughtful analysis that goes beyond surface-level comprehension.</li> <li><input type="checkbox"/> Makes inferences that are well-supported and add depth to the understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draws conclusions that are generally logical but may lack full support.</li> <li><input type="checkbox"/> References some textual evidence, but explanations may be incomplete or somewhat unclear.</li> <li><input type="checkbox"/> Shows a basic understanding of the text but may miss deeper insights or nuances.</li> <li><input type="checkbox"/> Cites textual evidence but may do so inconsistently or with some inaccuracies.</li> <li><input type="checkbox"/> Shows a general understanding of the text, but analysis may be somewhat superficial.</li> <li><input type="checkbox"/> Provides some analysis and inferences, but they may not be fully developed or well-supported.</li> <li><input type="checkbox"/> Understands explicit content but may struggle with deeper themes or nuanced inferences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles to draw logical conclusions from the text.</li> <li><input type="checkbox"/> Provides little to no textual evidence, or the evidence used is irrelevant or inaccurately explained.</li> <li><input type="checkbox"/> Demonstrates limited understanding of the text, with little to no analysis.</li> <li><input type="checkbox"/> Rarely or inaccurately cites textual evidence.</li> <li><input type="checkbox"/> Displays a limited understanding of the text, focusing mostly on explicit content with little to no analysis.</li> <li><input type="checkbox"/> Analysis is minimal or absent, with few if any inferences drawn.</li> <li><input type="checkbox"/> Struggles to comprehend deeper meanings or themes within the text.</li> </ul>

**Reading Standard 2: Develop an understanding of vocabulary. (5.R.1.B)**

**Sub Standards:** Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context (5.R.1.B.a), Using context to determine meaning of unfamiliar or multiple-meaning words (5.R.1.B.b), Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text (5.R.1.B.d), Using conversational, general academic, and domain-specific words and phrases (5.R.1.B.g)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively uses context clues to infer the meaning of unfamiliar words.</li> <li><input type="checkbox"/> Consistently applies knowledge of root words and context to enhance understanding of the text.</li> <li><input type="checkbox"/> Accurately explains the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings.</li> <li><input type="checkbox"/> Demonstrates a strong grasp of figurative language and its usage in context.</li> <li><input type="checkbox"/> Provides clear and relevant examples from the text to support explanations.</li> <li><input type="checkbox"/> Effectively uses a range of conversational, general academic, and domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses context clues to infer meanings but may not always choose the most appropriate meaning.</li> <li><input type="checkbox"/> Shows some understanding of root words and context but may need further practice to apply this knowledge consistently.</li> <li><input type="checkbox"/> Generally explains the meaning of idioms, adages, similes, metaphors, hyperboles, and other sayings, with occasional inaccuracies</li> <li><input type="checkbox"/> Shows an understanding of figurative language, but may need further practice to explain it fully</li> <li><input type="checkbox"/> Provides some examples from the text, but explanations may lack clarity or depth</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rarely uses context clues effectively to infer the meaning of unfamiliar words.</li> <li><input type="checkbox"/> Demonstrates limited understanding of root words and context, leading to frequent misunderstandings of the text.</li> <li><input type="checkbox"/> Struggles to explain the meaning of idioms, adages, similes, metaphors, hyperboles, and other sayings.</li> <li><input type="checkbox"/> Demonstrates limited understanding of figurative language, leading to incorrect or incomplete explanations.</li> <li><input type="checkbox"/> Rarely provides relevant examples from the text to support explanations</li> </ul>

<p>Terms 3-4 (plus 1-2)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately determines the meaning of academic words derived from Latin, Greek, or other linguistic roots, including prefixes and suffixes</li> <li><input type="checkbox"/> Demonstrates a strong command of vocabulary in written and oral responses</li> <li><input type="checkbox"/> Consistently incorporates new vocabulary into responses, enhancing overall communication</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally determines the meaning of words derived from Latin, Greek, or other linguistic roots, but may make occasional errors</li> <li><input type="checkbox"/> Generally uses conversational, general academic, and domain-specific vocabulary appropriately, but with occasional lapses</li> <li><input type="checkbox"/> Shows a good command of vocabulary, but may struggle with less familiar terms.</li> <li><input type="checkbox"/> Incorporates some new vocabulary into responses, but usage may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to determine the meaning of words from linguistic roots and prefixes/suffixes</li> <li><input type="checkbox"/> Struggles to use conversational, general academic, and domain-specific vocabulary appropriately</li> <li><input type="checkbox"/> Demonstrates limited vocabulary in written and oral responses</li> <li><input type="checkbox"/> Rarely incorporates new vocabulary, leading to simplistic or vague communication</li> </ul>
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Reading Standard 3: Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. (5.R.2.A)

Sub Standards: Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts (5.R.2.A.a), Explain the theme or moral lesson, conflict, and resolution in a story or novel (5.R.2.A.b), Describe how a narrator's or speaker's point of view influences others (5.R.2.A.c)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<input type="checkbox"/> Demonstrates strong analysis and inference skills, including summarizing, sequencing, and describing characters <input type="checkbox"/> Accurately describes the interactions and relationships between characters, including how relationships change over time, using specific examples from text. <input type="checkbox"/> Clearly explains cause-and-effect relationships within text, providing specific examples and showing a thorough understanding of how events influence each other. <input type="checkbox"/> Clearly explains the theme or moral lesson of the story with specific textual evidence. <input type="checkbox"/> Accurately identifies the central conflict and describes its resolution in detail. <input type="checkbox"/> Accurately describes how the narrator's or speaker's point of view influences the perception of events and characters. <input type="checkbox"/> Provides specific examples from the text to illustrate the influence of the point of view.	<input type="checkbox"/> Shows moderate analysis and inference skills with some need for assistance. <input type="checkbox"/> Describes the interactions and relationships between characters with some assistance, and provides basic examples of how these relationships change. <input type="checkbox"/> Explains cause-and-effect relationships with some assistance, providing basic examples from text. <input type="checkbox"/> Provides a general explanation of the theme or moral lesson, with some textual evidence. <input type="checkbox"/> Identifies the central conflict and its resolution, but descriptions may lack detail or clarity. <input type="checkbox"/> Generally describes how the narrator's or speaker's point of view influences the story, with some specific examples. <input type="checkbox"/> Explanations may be somewhat general or lack depth, but show a basic understanding.	<input type="checkbox"/> Demonstrates limited analysis and inference skills. <input type="checkbox"/> Not yet able to describe character interactions and relationships, and has difficulty explaining how they change even with assistance. <input type="checkbox"/> Struggles to explain cause-and-effect relationships and has difficulty providing examples from text even with assistance. <input type="checkbox"/> Struggles to explain the theme or moral lesson clearly. <input type="checkbox"/> Has difficulty identifying the central conflict and describing its resolution. <input type="checkbox"/> Struggles to describe how the narrator's or speaker's point of view influences the story. <input type="checkbox"/> Provides minimal or inaccurate examples from the text.

Reading Standard 4: Read, infer and draw conclusions using text **features** in nonfiction text.  
(5.R.3.A)

Sub Standards: Use multiple text features and graphics to locate information and gain an overview of the contents of text information (5.R.3.A.a)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<input type="checkbox"/> Effectively uses a variety of text features (e.g., headings, subheadings, bold print, captions, indexes, glossaries) and graphics (e.g., charts, graphs, diagrams, maps) to locate specific information. <input type="checkbox"/> Demonstrates a clear understanding of how to integrate information from text features and graphics to gain a comprehensive overview of the content. <input type="checkbox"/> Accurately infers and draws conclusions based on the information obtained from multiple text features and graphics. <input type="checkbox"/> Demonstrates proficiency in navigating nonfiction texts to find relevant information. <input type="checkbox"/> Effectively synthesizes information from multiple text features and graphics to gain a comprehensive overview of the content.	<input type="checkbox"/> Uses some text features and graphics to locate information, but may rely heavily on one type or overlook others. <input type="checkbox"/> Shows a general understanding of how to use text features and graphics to gain an overview of the content, but may miss some details or connections. <input type="checkbox"/> Makes inferences and draws conclusions with some accuracy, but may need more practice integrating information from multiple sources. <input type="checkbox"/> Shows some proficiency in navigating nonfiction texts but may not use all available features effectively. <input type="checkbox"/> Synthesizes information from text features and graphics to gain a general overview, but may miss some connections or details.	<input type="checkbox"/> Struggles to use text features and graphics effectively to locate information. <input type="checkbox"/> Demonstrates limited understanding of how to integrate information from text features and graphics, leading to an incomplete overview of the content. <input type="checkbox"/> Has difficulty inferring and drawing conclusions from the information available, often missing key points or misinterpreting the data. <input type="checkbox"/> Struggles with navigating nonfiction texts and often overlooks important features. <input type="checkbox"/> Struggles to synthesize information from text features and graphics, leading to an incomplete or fragmented overview.

Reading Standard 5: Read, infer and draw conclusions using literary techniques in nonfiction text.

Sub Standards: Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim (5.R.3.B.a), Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning (5.R.3.B.g)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately evaluates whether the author's purpose was achieved. Clearly explains how the author's purpose was met using specific examples from the text.</li> <li><input type="checkbox"/> Provides multiple pieces of relevant evidence from the text to support their evaluation.</li> <li><input type="checkbox"/> Identifies valid reasons for the author's decisions. Articulates reasons clearly and logically.</li> <li><input type="checkbox"/> Uses specific details and quotes from the text to support their claims.</li> <li><input type="checkbox"/> Demonstrates sound reasoning in determining the logic of the author's conclusion.</li> <li><input type="checkbox"/> Explains the author's conclusion clearly and evaluates its logic. Supports reasoning with specific, relevant text evidence.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to evaluate the author's purpose with partial accuracy. Provides a general explanation with some examples from the text. Offers limited or somewhat relevant evidence to support their evaluation.</li> <li><input type="checkbox"/> Identifies some reasons for the author's decisions.</li> <li><input type="checkbox"/> Provides some logical reasons but may lack clarity.</li> <li><input type="checkbox"/> Uses a few details from the text but may not be specific or fully relevant. Demonstrates basic reasoning in evaluating the author's conclusion. Explains the author's conclusion with some logical assessment. Supports reasoning with some relevant text evidence, though it may be limited.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles to evaluate the author's purpose accurately.</li> <li><input type="checkbox"/> Provides a vague or inaccurate explanation with few or no examples.</li> <li><input type="checkbox"/> Offers little or no relevant evidence from the text.</li> <li><input type="checkbox"/> Struggles to identify reasons for the author's decisions. Provides unclear or illogical reasons.</li> <li><input type="checkbox"/> Uses few or no details from the text, and those may not be relevant. Demonstrates weak or flawed reasoning in evaluating the author's conclusion.</li> <li><input type="checkbox"/> Fails to explain the author's conclusion clearly or logically. Provides little to no relevant text evidence to support their reasoning.</li> </ul>

Reading Standard 6: Read, infer and draw conclusions using text **structures** in nonfiction text. (5.R.3.C)

Sub Standards: Analyze how the pattern of organization of a text influences the relationships (5.R.3.C.c), Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (5.R.3.C.e)

Terms 1-4	Meets the Standard	Approaching Expectations	Beginning to Learn
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately identifies and analyzes the pattern of organization (e.g., cause/effect, compare/contrast, sequence, problem/solution) in a nonfiction text.</li> <li><input type="checkbox"/> Clearly explains how the pattern of organization influences the relationships among ideas and information within the text.</li> <li><input type="checkbox"/> Successfully integrates relevant information from several texts on the same topic to write or speak knowledgeably.</li> <li><input type="checkbox"/> Demonstrates the ability to synthesize information from different sources to present a comprehensive understanding of the topic.</li> <li><input type="checkbox"/> Uses integrated information to make well-supported inferences and draw logical conclusions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies the pattern of organization in a nonfiction text, but analysis may lack depth or detail.</li> <li><input type="checkbox"/> Provides a general explanation of how the pattern influences relationships among ideas, but may miss some connections.</li> <li><input type="checkbox"/> Integrates information from multiple texts, but may rely heavily on one source or include irrelevant details.</li> <li><input type="checkbox"/> Shows some ability to synthesize information, but the understanding of the topic may be superficial or incomplete.</li> <li><input type="checkbox"/> Uses integrated information to make inferences and draw conclusions, but support may be weak or lacking detail.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles to identify the pattern of organization in a nonfiction text.</li> <li><input type="checkbox"/> Provides minimal or inaccurate explanations of how the pattern influences relationships among ideas.</li> <li><input type="checkbox"/> Struggles to integrate information from multiple texts on the same topic.</li> <li><input type="checkbox"/> Demonstrates limited ability to synthesize information, leading to an incomplete or fragmented understanding of the topic.</li> <li><input type="checkbox"/> Rarely uses integrated information to make inferences or draw conclusions, resulting in weak or unsupported responses.</li> </ul>



**Reading Standard 7: Read independently for multiple purposes over sustained periods of time. (5.R.1.D)**

Terms 1-4	Meets the Standard	Approaching Expectations	Beginning to Learn
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently reads independently for extended periods (20-30 minutes) without needing breaks or significant prompting.</li> <li><input type="checkbox"/> Selects and reads a variety of texts independently for different purposes (e.g., enjoyment, information, learning new skills) and can articulate the purpose of their reading.</li> <li><input type="checkbox"/> Demonstrates strong engagement and comprehension of texts read independently, including the ability to discuss and summarize key points or stories.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reads independently for moderate periods (10-20 minutes) but may occasionally need breaks or prompting to stay focused.</li> <li><input type="checkbox"/> Reads a variety of texts for different purposes with some assistance and can occasionally articulate the purpose of their reading.</li> <li><input type="checkbox"/> Shows moderate engagement and comprehension, with some ability to discuss and summarize key points or stories, often requiring some prompting or assistance.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles to read independently for more than short periods (less than 10 minutes) and requires frequent breaks or significant prompting to stay focused.</li> <li><input type="checkbox"/> Struggles to read a variety of texts for different purposes even with assistance and has difficulty articulating the purpose of their reading.</li> <li><input type="checkbox"/> Shows limited engagement and comprehension, and struggles to discuss or summarize key points</li> </ul>

Foundational Skills Standard 1: Develop phonics in the reading process. (5.RF.3.A)			
Sub Standards: Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context (5.RF.3.A.a), Reading root words, prefixes, suffixes, and important words from all specific content curricula (5.RF.3.A.b)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-2	<input type="checkbox"/> Accurately decodes unfamiliar multisyllabic words using comprehensive knowledge of letter-sound correspondences, syllabication patterns, and morphology <input type="checkbox"/> Consistently applies decoding strategies in various contexts to read unfamiliar words fluently <input type="checkbox"/> Demonstrates strong phonics skills by correctly pronouncing and understanding unfamiliar multisyllabic words in context	<input type="checkbox"/> Generally decodes unfamiliar multisyllabic words, but may occasionally struggle with more complex words <input type="checkbox"/> Applies decoding strategies, but may need more practice to achieve fluency in all contexts <input type="checkbox"/> Shows a good understanding of phonics but may make some errors in pronunciation or comprehension of unfamiliar words	<input type="checkbox"/> Struggles to decode unfamiliar multisyllabic words, often making errors in letter-sound correspondences, syllabication patterns, or morphology <input type="checkbox"/> Rarely applies decoding strategies effectively, leading to difficulties in reading unfamiliar words <input type="checkbox"/> Demonstrates limited phonics skills, frequently mispronouncing or misunderstanding unfamiliar multisyllabic words in context
Terms 3-4 (plus 1-2)	<input type="checkbox"/> Accurately reads and understands root words, prefixes, suffixes, and important content words across various subjects <input type="checkbox"/> Demonstrates the ability to break down and analyze words to understand their meanings in different contexts <input type="checkbox"/> Consistently applies knowledge of morphology to read and comprehend complex words from specific content curricula	<input type="checkbox"/> Generally reads and understands root words, prefixes, suffixes, and important content words, but may occasionally struggle with more complex terms <input type="checkbox"/> Shows some ability to break down and analyze words, but may need additional practice to fully grasp meanings in all contexts. <input type="checkbox"/> Applies knowledge of morphology, but with some errors or inconsistencies in reading and comprehension	<input type="checkbox"/> Struggles to read and understand root words, prefixes, suffixes, and important content words, often making errors <input type="checkbox"/> Has difficulty breaking down and analyzing words to understand their meanings <input type="checkbox"/> Demonstrates limited knowledge of morphology, leading to frequent misunderstandings of complex words from specific content curricula

Writing Standard 1: Appropriate to genre type, develop a draft from prewriting. (5.W.1.B)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Genre:</b> Draft consistently follows the conventions and structure appropriate to the genre (e.g., narrative, informative, opinion).</li> <li><input type="checkbox"/> <b>Prewriting:</b> Effectively uses prewriting notes, outlines, and brainstorming ideas to develop a coherent and organized draft.</li> <li><input type="checkbox"/> <b>Content Development:</b> Draft includes well-developed ideas, clear focus, and detailed supporting information relevant to the topic.</li> <li><input type="checkbox"/> <b>Organization:</b> Shows clear and logical progression of ideas with well-constructed paragraphs, including a strong introduction, body, and conclusion.</li> <li><input type="checkbox"/> <b>Writing Mechanics:</b> Demonstrates good control over grammar, punctuation, and spelling with minimal errors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Genre:</b> Draft generally follows the conventions and structure appropriate to the genre but may have minor deviations.</li> <li><input type="checkbox"/> <b>Prewriting:</b> Uses prewriting notes and outlines to develop the draft, but some parts may lack coherence or completeness.</li> <li><input type="checkbox"/> <b>Content Development:</b> Draft includes relevant ideas and supporting information, but development may be uneven or lack detail.</li> <li><input type="checkbox"/> <b>Organization:</b> Shows a logical progression of ideas but may have some organizational weaknesses or less effective paragraph structure.</li> <li><input type="checkbox"/> <b>Writing Mechanics:</b> Demonstrates basic control over grammar, punctuation, and spelling, but contains several errors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Genre:</b> Draft does not follow the conventions or structure appropriate to the genre.</li> <li><input type="checkbox"/> <b>Prewriting:</b> Limited or ineffective use of prewriting notes and outlines, leading to a disorganized or incomplete draft.</li> <li><input type="checkbox"/> <b>Content Development:</b> Draft includes underdeveloped ideas, lacks focus, and provides insufficient supporting information.</li> <li><input type="checkbox"/> <b>Organization:</b> Lacks logical progression of ideas, with poor paragraph structure and a weak introduction, body, and conclusion.</li> <li><input type="checkbox"/> <b>Writing Mechanics:</b> Demonstrates limited control over grammar, punctuation, and spelling, with numerous errors that hinder understanding.</li> </ul>

Writing Standard 2: Reread, revise and edit drafts with assistance. (5.W.1.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p><b>Rereading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently rereads drafts to understand the overall flow and coherence of the text, identifying areas needing improvement and editing</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes substantial revisions that improve the clarity, coherence, and development of ideas</li> <li><input type="checkbox"/> Improves sentence structure for clarity and variety with assistance.</li> <li><input type="checkbox"/> Adds or removes content to enhance focus and include relevant details, ensuring that all parts of the draft contribute to the main topic or argument</li> <li><input type="checkbox"/> Makes appropriate structural changes, such as reorganizing paragraphs or sentences, to improve the logical flow of ideas</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and corrects most grammar and punctuation errors with assistance</li> <li><input type="checkbox"/> Identifies and corrects spelling errors throughout the draft with assistance</li> <li><input type="checkbox"/> Ensures consistency in tense, point of view, and formatting throughout the draft with assistance</li> </ul>	<p><b>Rereading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rereads drafts but may miss some areas that need improvement</li> </ul> <p><b>Revisions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes some revisions that improve the text but may overlook key areas that need further development</li> <li><input type="checkbox"/> Makes some improvements to sentence structure, but errors may still affect clarity and variety</li> <li><input type="checkbox"/> Adds or removes some content, but changes may be superficial or insufficient to significantly enhance focus and detail</li> <li><input type="checkbox"/> Makes minor structural changes, but the logical flow of ideas may still need improvement</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies and corrects some grammar and punctuation errors, but may miss a few</li> <li><input type="checkbox"/> Corrects many spelling errors, but some may remain</li> <li><input type="checkbox"/> Addresses some inconsistencies in tense, point of view, and formatting, but a few may persist</li> </ul>	<p><b>Rereading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rarely rereads drafts or does so superficially, missing major areas needing improvement</li> </ul> <p><b>Revisions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes few or no revisions, leading to little improvement in the text's clarity, coherence, or development</li> <li><input type="checkbox"/> Makes few or no improvements to sentence structure, leading to unclear or monotonous sentences</li> <li><input type="checkbox"/> Makes few changes to content, resulting in a lack of focus and insufficient details</li> <li><input type="checkbox"/> Makes little to no structural changes, leaving the draft disorganized and difficult to follow</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles to identify and correct grammar and punctuation errors, leaving many unaddressed</li> <li><input type="checkbox"/> Makes minimal corrections to spelling errors, resulting in numerous mistakes</li> <li><input type="checkbox"/> Not yet able to address inconsistencies in tense, point of view, and formatting, resulting in a disjointed draft</li> </ul>

Writing Standard 3: Write opinion texts. (5.2.W.A)			
Terms 1-4	Meets the Standard	Approaching Expectations	Beginning to Learn
	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic clearly and states an opinion in a well-defined thesis statement</li> <li><input type="checkbox"/> Includes an engaging hook that captures the reader's interest and sets the context for the opinion</li> </ul> <p><b>Evidence and Reasoning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides relevant background information to help the reader understand the issue.</li> <li><input type="checkbox"/> Provides multiple reasons that clearly support the opinion.</li> <li><input type="checkbox"/> Uses relevant facts, examples, and details to effectively support each reason.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents reasons and evidence in a logical and coherent manner, ensuring clarity and flow.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively summarizes the key reasons and evidence presented in the text.</li> <li><input type="checkbox"/> Ends with a strong closing statement that leaves a lasting impression on the reader.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic and states an opinion, but the thesis statement may be less clear or somewhat weak</li> <li><input type="checkbox"/> Includes a hook, but it may be less engaging or not fully effective in capturing the reader's interest</li> </ul> <p><b>Evidence and Reasoning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides some background information, but it may be incomplete or only somewhat relevant</li> <li><input type="checkbox"/> Provides reasons that support the opinion, but they may be less compelling or detailed</li> <li><input type="checkbox"/> Uses some relevant evidence, but it may be less detailed or somewhat weak in supporting the reasons</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents reasons and evidence with basic organization, but there may be some lapses in clarity or flow</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarizes some key reasons and evidence, but may omit important points or lack detail</li> <li><input type="checkbox"/> Ends with a closing statement, but it may not be as strong or impactful.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to clearly introduce the topic or state an opinion</li> <li><input type="checkbox"/> Lacks an engaging hook or any attempt to capture the reader's interest.</li> </ul> <p><b>Evidence and Reasoning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides minimal or no background information, leaving the reader without context</li> <li><input type="checkbox"/> Omits or provides weak reasons that may not clearly support the opinion</li> <li><input type="checkbox"/> Uses little or no relevant evidence, resulting in weak support for the reasons</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presents reasons and evidence in a disorganized manner, leading to confusion or lack of clarity</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides minimal or no summary of key reasons and evidence.</li> <li><input type="checkbox"/> Lacks a closing or ends with a weak/ineffective closing statement.</li> </ul>

Writing Standard 4: Write informative/explanatory texts. (5.W.2.B)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p><b>Introduction to Topic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly introduces the topic and provides a strong focus.</li> <li><input type="checkbox"/> Provides a strong opening sentence or sentences that grab the reader's attention and clearly sets up the main idea</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides multiple (4 or more), relevant and accurate facts, definitions, concrete details, and examples to develop the topic</li> <li><input type="checkbox"/> Clearly references or cites (as needed) the source(s) of facts, examples, and definitions</li> <li><input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a clear and logical organizational structure, including an introduction, body, and conclusion.</li> <li><input type="checkbox"/> Uses appropriate transitions to link ideas and information within and across categories of information and to create flow in the text.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides a compelling concluding statement or section that follows logically and coherently from the information presented.</li> </ul>	<p><b>Introduction to Topic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic and provides a general focus.</li> <li><input type="checkbox"/> Provides a strong opening sentence that sets up the main idea</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides multiple relevant facts, definitions, concrete details, and examples to develop the topic</li> <li><input type="checkbox"/> References the source(s) of facts, examples, and definitions but may leave off needed citation</li> <li><input type="checkbox"/> Uses domain-specific vocabulary to inform about or explain the topic but may need more precise word choice</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a clear organizational structure, including an introduction, body, and conclusion.</li> <li><input type="checkbox"/> Uses some transitions but they may be inconsistent or lack clarity or flow</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts a concluding statement or section, but it may not clearly follow from the information presented.</li> </ul>	<p><b>Introduction to Topic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May introduce the topic but lacks focus</li> <li><input type="checkbox"/> Provides an opening sentence that may not clearly connect to the topic</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides facts, definitions, concrete details, and examples that may not clearly connect to the topic</li> <li><input type="checkbox"/> Not yet able to reference the source(s) of facts, examples, and definitions</li> <li><input type="checkbox"/> Uses imprecise language</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to clearly organize the content using an introduction, body, and conclusion.</li> <li><input type="checkbox"/> Not yet able to use transitions to link ideas and information</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not yet able to provide a concluding statement or section.</li> </ul>

Writing Standard 5: Write fiction or nonfiction narrative and poems. (4.W.2.C)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p><b>Fiction/Nonfiction Narratives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly establishes an immersive and detailed setting, multidimensional characters, and a complex plot with a well-defined beginning, middle, and end</li> <li><input type="checkbox"/> Uses vivid, relevant, and varied details and descriptions to develop characters, setting, and events, enhancing the story's depth</li> <li><input type="checkbox"/> Incorporates dialogue and/or narrative techniques effectively to enhance the story</li> <li><input type="checkbox"/> Organizes the narrative logically with clear sequences of events and smooth transitions, maintaining a coherent, engaging, and dynamic flow throughout</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a clear, compelling, and sophisticated structure, theme, or central idea that is evident throughout the poem.</li> <li><input type="checkbox"/> Uses sensory details, imagery, and figurative language masterfully to convey emotions and create vivid images</li> <li><input type="checkbox"/> Maintains a consistent and sophisticated rhythm, rhyme (if applicable), and flow. The poem progresses logically and cohesively, building upon the central idea or theme</li> </ul> <p><b>All</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convention errors are minimal and do not interfere with understanding.</li> </ul>	<p><b>Fiction/Nonfiction Narratives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a setting, characters, and a plot, but some elements may lack depth, detail, or clarity</li> <li><input type="checkbox"/> Includes relevant details and descriptions, but they may not be varied or consistently engaging</li> <li><input type="checkbox"/> Uses some dialogue and/or narrative techniques, but they may be inconsistent or less effective</li> <li><input type="checkbox"/> Organizes the narrative with a sequence of events, but transitions may be unclear or the flow may be inconsistent at times</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a theme or central idea, but the structure may be less clear or consistent</li> <li><input type="checkbox"/> Uses some sensory details and imagery, though they may be less effective or varied</li> <li><input type="checkbox"/> Maintains some rhythm and flow, but there may be inconsistencies or a lack of logical progression.</li> </ul> <p><b>All</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convention errors are noticeable but do not significantly interfere with understanding.</li> </ul>	<p><b>Fiction/Nonfiction Narratives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles to establish a clear setting, characters, and plot. The beginning, middle, and end are unclear or missing</li> <li><input type="checkbox"/> Provides few or no relevant details and descriptions, making it difficult to develop the story</li> <li><input type="checkbox"/> Lacks a clear organizational structure. The sequence of events is confusing, and transitions are missing or unclear.</li> </ul> <p><b>Poems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks a clear theme or central idea, and the structure is unclear or inconsistent</li> <li><input type="checkbox"/> Uses few or no sensory details and imagery</li> <li><input type="checkbox"/> Lacks rhythm, rhyme (if applicable), and flow. The poem progresses in a disjointed or illogical manner.</li> </ul> <p><b>All</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent convention errors interfere with understanding.</li> </ul>

Writing Standard 6: Apply a research process to use information from a variety of sources. (5.W.3.A)

Sub Standards: Select relevant sources, literary and informational (5.W.3.A.d), Differentiate between paraphrasing and plagiarism when using ideas of others (5.W.3.A.g)

	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p><b>Source Selection</b></p> <p><input type="checkbox"/> Selects a variety of relevant and accurate sources, including both literary and informational as appropriate to the topic</p> <p><b>Paraphrasing and Plagiarism</b></p> <p><input type="checkbox"/> Effectively differentiates between paraphrasing and plagiarism, consistently paraphrasing and quoting information accurately while properly citing sources</p> <p><b>Research Process</b></p> <p><input type="checkbox"/> Follows a clear and logical research process, organizing and synthesizing information from multiple sources</p> <p><b>Use of Information</b></p> <p><input type="checkbox"/> Uses gathered information to support and clarify main ideas or arguments clearly and accurately.</p>	<p><b>Source Selection</b></p> <p><input type="checkbox"/> Selects some relevant sources, but may not include a variety of both literary and informational</p> <p><b>Paraphrasing and Plagiarism</b></p> <p><input type="checkbox"/> Shows some understanding of paraphrasing and quoting but may occasionally confuse the two or improperly cite sources</p> <p><b>Research Process</b></p> <p><input type="checkbox"/> Demonstrates a basic research process, but it may be incomplete or not entirely logical</p> <p><b>Use of Information</b></p> <p><input type="checkbox"/> Uses gathered information, but support for main ideas or arguments may be unclear or inaccurate in places.</p>	<p><b>Source Selection</b></p> <p><input type="checkbox"/> Selects few or irrelevant sources, with little variety.</p> <p><b>Paraphrasing and Plagiarism</b></p> <p><input type="checkbox"/> Does not demonstrate understanding of paraphrasing and quoting, often confusing the two or failing to properly cite sources</p> <p><b>Research Process</b></p> <p><input type="checkbox"/> Lacks a clear research process, making the organization and synthesis of information difficult to follow</p> <p><b>Use of Information</b></p> <p><input type="checkbox"/> Uses gathered information poorly, with little to no support for main ideas or arguments.</p>



Language Standard 1: In speech and written form, apply standard English grammar. 5.L.1.A			
Sub Standards: Explain and use the eight parts of speech (5.L.1.A.a), Produce a variety of complex sentences in writing (5.L.1.A.e)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p><b>Parts of Speech</b></p> <p><input type="checkbox"/> Correctly explains and uses all eight parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections) consistently and accurately in speech and writing.</p> <p><b>Complex Sentences</b></p> <p><input type="checkbox"/> Produces a variety of complex sentences in writing that are grammatically correct and enhance clarity and interest.</p> <p><b>Overall Grammar</b></p> <p><input type="checkbox"/> Demonstrates a strong command of standard English grammar (including previously taught grammar concepts K-4) in both speech and writing, with minimal errors.</p>	<p><b>Parts of Speech</b></p> <p><input type="checkbox"/> Explains and uses most of the eight parts of speech correctly, but may have occasional errors or omissions.</p> <p><b>Complex Sentences</b></p> <p><input type="checkbox"/> Produces some complex sentences in writing, but they may be inconsistent in correctness or complexity.</p> <p><b>Overall Grammar</b></p> <p><input type="checkbox"/> Shows a basic command of standard English grammar in speech and writing, but with some errors that do not significantly impede understanding.</p>	<p><b>Parts of Speech</b></p> <p><input type="checkbox"/> Struggles to explain or correctly use the eight parts of speech; frequent errors are evident.</p> <p><b>Complex Sentences</b></p> <p><input type="checkbox"/> Rarely produces complex sentences in writing, or the sentences are often incorrect or overly simple.</p> <p><b>Overall Grammar</b></p> <p><input type="checkbox"/> Demonstrates limited command of standard English grammar in speech and writing, with frequent errors that impede understanding.</p>

Language Standard 2: In written text, apply punctuation, capitalization and spelling.5.L.1.B			
Sub Standards: Use a comma to separate an introductory clause in a complex sentence (5.L.1.B.c), Use apostrophes in singular nouns to show possession (5.L.1.B.h), Write apostrophes in regular plural nouns to show possession (5.L.1.B.i)			
Terms 1-4	Meets the Standard	Approaching Expectations	Beginning to Learn
	<p><b>Introductory Clause</b></p> <p><input type="checkbox"/> Consistently and correctly uses a comma to separate an introductory clause in complex sentences</p> <p><b>Apostrophes in Singular Nouns</b></p> <p><input type="checkbox"/> Correctly uses apostrophes to show possession in singular nouns in a variety of contexts.</p> <p><b>Apostrophes in Plural Nouns</b></p> <p><input type="checkbox"/> Correctly uses apostrophes to show possession in regular plural nouns in a variety of contexts</p> <p><b>Overall Punctuation &amp; Spelling</b></p> <p><input type="checkbox"/> Demonstrates strong and consistent command of punctuation rules in writing with minimal errors</p> <p><input type="checkbox"/> Demonstrates strong and consistent application of previously taught (K-4) capitalization, and spelling rules</p>	<p><b>Introductory Clause</b></p> <p><input type="checkbox"/> Uses a comma to separate an introductory clause in complex sentences, but may have occasional errors</p> <p><b>Apostrophes in Singular Nouns</b></p> <p><input type="checkbox"/> Generally uses apostrophes correctly to show possession in singular nouns, but with some errors or inconsistencies</p> <p><b>Apostrophes in Plural Nouns</b></p> <p><input type="checkbox"/> Generally uses apostrophes correctly to show possession in regular plural nouns, but with some errors or inconsistencies</p> <p><b>Overall Punctuation &amp; Spelling</b></p> <p><input type="checkbox"/> Shows basic understanding of punctuation rules, but with some errors</p> <p><input type="checkbox"/> Demonstrates basic or inconsistent application of previously taught (K-4) capitalization and spelling rules</p>	<p><b>Introductory Clause</b></p> <p><input type="checkbox"/> Rarely or incorrectly uses a comma to separate an introductory clause in complex sentences</p> <p><b>Apostrophes in Singular Nouns</b></p> <p><input type="checkbox"/> Frequently misuses or omits apostrophes when showing possession in singular nouns</p> <p><b>Apostrophes in Plural Nouns:</b></p> <p><input type="checkbox"/> Frequently misuses or omits apostrophes when showing possession in regular plural nouns</p> <p><b>Overall Punctuation &amp; Spelling</b></p> <p><input type="checkbox"/> Demonstrates limited understanding of punctuation rules, with frequent errors that impede understanding</p> <p><input type="checkbox"/> Demonstrates limited application of previously taught (K-4) capitalization and spelling rules, with frequent errors that impede understanding</p>

Speaking and Listening Standard 1: Develop and apply effective listening skills and strategies in formal and informal settings. 5.SL.1.A			
Sub Standards: Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others (5.SL.1.A.b), Listening for speaker's message and summarizing main points based on evidence (5.SL.1.A.d)			
	Meets the Standard	Approaching Expectations	Beginning to Learn
Terms 1-4	<p><b>Posing and Responding to Questions</b></p> <p><input type="checkbox"/> Consistently poses and responds to specific questions to clarify or follow up on information. Makes comments that contribute to the discussion and effectively links to the remarks of others</p> <p><b>Listening and Summarizing</b></p> <p><input type="checkbox"/> Listens attentively to the speaker's message and accurately summarizes main points based on evidence</p> <p><b>Overall Listening Skills</b></p> <p><input type="checkbox"/> Demonstrates strong and consistent listening skills in both formal and informal settings, effectively engaging with and contributing to discussions</p>	<p><b>Posing and Responding to Questions</b></p> <p><input type="checkbox"/> Sometimes poses and responds to specific questions to clarify or follow up on information. Makes comments that generally contribute to the discussion but may not always effectively link to the remarks of others</p> <p><b>Listening and Summarizing</b></p> <p><input type="checkbox"/> Listens to the speaker's message but may occasionally miss details or summarize main points with some inaccuracies</p> <p><b>Overall Listening Skills</b></p> <p><input type="checkbox"/> Shows basic listening skills, with some lapses in attentiveness or engagement in discussions</p>	<p><b>Posing and Responding to Questions</b></p> <p><input type="checkbox"/> Rarely or ineffectively poses and responds to questions. Comments may be off-topic or fail to link to the remarks of others</p> <p><b>Listening and Summarizing</b></p> <p><input type="checkbox"/> Demonstrates limited ability to listen to the speaker's message, often missing main points or summarizing inaccurately</p> <p><b>Overall Listening Skills</b></p> <p><input type="checkbox"/> Demonstrates limited listening skills, with frequent lapses in attentiveness and minimal contribution to discussions</p>