Observable Behaviors of 5th Grade ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)	Exceptional (4)
	Unable to perform the skill even with support.	**Partially, inconsistently or with support is able to perform the skill.**	**Independently able to perform the skill.**	**In addition to being proficient, student also independently uses complex thinking that extends an in-depth understanding, analysis and application of the skill.**
Reads and Comprehends Grade Level Text				
Reads and understands grade level texts RL 5.10	**Behavior:** The student is unable to identify the source material or make connections between the original text and the new work, even with support. **Student's instructional text level range is in the warning stage based on district guidelines.** **Example**: When asked to compare a myth like Pandora's Box to a modern retelling, the student cannot recognize elements that are drawn from the original myth, even with prompting.	**Behavior**: The student can partially identify the source material or inconsistently describe how the author uses it, often needing support or guidance. **Student's instructional text level range is below grade level expectations based on district guidelines.** **Example**: The student recognizes that a modern version of Pandora's Box mentions a "box" but struggles to explain how the theme of curiosity and consequences is adapted in the story without teacher assistance.	**Behavior**: The student independently identifies the source material and explains how the author has used it to create a new work, demonstrating understanding of key connections and themes. **Student's instructional text level range meets grade level based on district guidelines.** **Example**: The student explains that the modern retelling of Pandora's Box uses a mysterious chest as a metaphor for modern technological risks, clearly linking it to the original myth's theme of unexpected consequences.	**Behavior**: The student independently identifies the source material and analyzes it in-depth, offering insightful connections between the original and the new work, while evaluating the author's creative transformations. **Student's instructional text level range exceeds grade level expectations based on district guidelines.** **Example**: The student evaluates how the modern retelling of Pandora's Box reimagines the original myth's characters as modern scientists and how this transformation deepens the theme by connecting ancient lessons to contemporary issues like ethics in innovation.
Reads with fluency on grade level texts RF 5.4	**Behavior**: The student is unable to read grade-level text fluently and struggles significantly with word recognition, pacing, and intonation, even with support. **Example**: While reading a 5th-grade text aloud, the student frequently mispronounces words, pauses inappropriately, and reads in a halting manner, making comprehension difficult.	**Behavior**: The student can read grade-level text with partial fluency, but their reading is inconsistent, often requiring support with accuracy, pacing, or expression to maintain comprehension. **Example**: The student reads a 5th-grade text with some correct pacing and intonation but frequently stops to decode words or correct errors, occasionally losing the meaning of the text.	**Behavior**: The student independently reads grade-level text fluently, with appropriate accuracy, pacing, and expression, effectively supporting comprehension. **Example**: The student reads a 5th-grade text smoothly, using correct intonation and pacing that reflect punctuation and meaning, and is able to summarize the text accurately.	**Behavior**: The student independently reads grade-level text fluently and uses advanced expression and nuanced pacing to enhance comprehension, showing an in-depth understanding of the text. **Example**: The student reads a 5th-grade text with dynamic intonation and varying pacing to emphasize tone, mood, or character voice, then provides a thoughtful analysis of how the author's choices affect the story's meaning.
Reads with accuracy on grade level texts RF 5.3/5.4	**Behavior**: The student is unable to decode grade-level words or read fluently, struggling significantly with word recognition, pacing, and intonation, even with support. **Example**: The student misreads multi-syllable words like "decision" or "specific," often guessing inaccurately and reading texts haltingly, leading to limited comprehension.	**Behavior**: The student can decode grade-level words and read text with partial fluency but is inconsistent and frequently needs support with accuracy, pacing, or expression to comprehend the text. **Example**: The student successfully decodes some multi-syllable words like "direction," but stumbles on similar words or uses inappropriate intonation, requiring teacher guidance to understand the text's meaning.	**Behavior**: The student independently applies grade-level phonics and word analysis skills to decode words accurately and reads fluently with appropriate pacing, intonation, and expression to support comprehension. **Example**: The student independently decodes challenging words like "determination" and reads a grade-level text smoothly, using proper phrasing and expression to reflect punctuation and meaning.	**Behavior**: The student independently applies advanced decoding skills to analyze complex words, reads fluently with nuanced pacing and expression, and demonstrates in-depth comprehension, including interpreting subtleties in the text. **Example**: The student not only decodes words like "collaboration" with ease but reads the passage with dynamic expression, emphasizing key ideas and analyzing how fluency techniques (e.g., tone or pause) affect the understanding of character development or theme.
Key Ideas and Details in Literature				

At their instructional level, quote accurately when drawing inferences from the text RL 5.1	**Behavior**: The student is unable to explain what the text says explicitly or make inferences, even with support. They do not refer to the text or include evidence in their responses. **Example**: When asked why a character is sad in a story, the student provides a vague answer like, "Because something bad happened," without citing text evidence or elaborating further.	**Behavior**: The student partially explains what the text says explicitly and inconsistently attempts to make inferences, often needing support to select or use evidence. **Example**: When asked about a character's feelings, the student says, "The character is sad because they lost something," but provides incomplete evidence like, "It says she cried," without fully connecting it to the inference.	**Behavior**: The student independently explains what the text says explicitly and draws accurate inferences, quoting directly and accurately from the text to support their explanations. **Example**: When asked why the character is sad, the student responds, "The character is sad because they lost their favorite toy. The text says, 'She sobbed as she realized her toy was gone,' which shows her strong feelings of sadness."	**Behavior**: The student independently explains what the text says explicitly and draws insightful inferences, quoting accurately and analyzing how the evidence supports deeper interpretations. **Example**: When asked why the character is sad, the student responds, "The character is sad because they lost their favorite toy. The text says, 'She sobbed as she realized her toy was gone,' suggesting that the toy holds sentimental value to her. This shows the character's attachment to personal belongings and hints at the theme of loss in the story."
At their instructional level, determine the theme of a piece of literature from details in the text RL 5.2a	**Behavior**: The student is unable to identify a theme or provide relevant details from the text, even with support. Their responses may be unrelated or overly general. **Example**: When asked about the theme of a story, the student says, "It's about being happy," but cannot provide any details or evidence from the text to support this response.	**Behavior**: The student partially identifies a theme or inconsistently connects it to details from the text, often needing guidance to clarify or elaborate. **Example**: The student identifies "friendship" as a theme but provides incomplete evidence, such as, "They talked to each other a lot," without connecting specific actions or events to the theme.	**Behavior**: The student independently determines a clear theme and supports it with specific details from the text, showing an understanding of how the details relate to the theme. **Example**: The student identifies "the importance of teamwork" as the theme and supports it with evidence, such as, "The text says, 'They worked together to solve the problem and celebrated their success,' which shows how their teamwork helped them achieve their goal."	**Behavior**: The student independently determines a theme and provides an in-depth explanation of how multiple details from the text support the theme, analyzing its significance within the context of the story. **Example**: The student identifies "the importance of teamwork" as the theme and explains, "The text says, 'They worked together to solve the problem and celebrated their success.' This shows that each character contributed their unique skills. The author uses teamwork as a way to highlight how collaboration can overcome challenges, which ties into the story's larger message about valuing diverse perspectives."
At their instructional level, compare and contrast stories in the same genre on their approaches to similar themes and topics RL 5.9	**Behavior**: The student is unable to compare and contrast stories, even with support, or cannot identify similar themes and topics. **Example**: The student may summarize different stories but struggles to identify any similarities or differences in themes, and cannot explain how each story addresses the same theme (e.g., comparing two fairy tales without recognizing the common theme of good vs. evil).	**Behavior**: The student can partially compare and contrast stories with support, identifying some themes and topics but may need help in fully explaining the differences or similarities. **Example**: The student identifies a common theme, such as friendship, in two stories but struggles to explain how the characters' approach to friendship differs in each, even when guided with questions (e.g., comparing two stories where characters form friendships but not clearly explaining how the situations and challenges differ).	**Behavior**: The student can independently compare and contrast stories in the same genre, identifying similar themes and explaining how different authors approach these themes. **Example**: The student compares two stories in the fantasy genre, such as The Lion, the Witch, and the Wardrobe and Harry Potter, discussing how both explore the theme of courage, but in different ways—one through battles against evil and the other through personal growth and overcoming fears.	**Behavior**: The student not only compares and contrasts stories but also provides a deeper analysis of how the theme is developed in multiple ways across the genre, showing a sophisticated understanding of the authors' choices and the impact on the reader. **Example**: The student compares two stories in the adventure genre, such as Percy Jackson and the Olympians and The Hobbit, analyzing how both stories focus on the theme of heroism. They explain how Percy Jackson's journey of self-discovery contrasts with Bilbo's unexpected heroism, and they expand the analysis to include how the settings and character relationships in each story enhance the theme of courage and personal growth.
Craft and Structure in Literature				

At their instructional level, determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes RL 5.4	**Behavior**: The student is unable to determine the meaning of words or phrases in the text, even with support, and struggles to recognize figurative language. **Example:** When asked about the phrase "a storm of emotions," the student responds, "It's about the weather," without recognizing it as figurative language or explaining its meaning in context.	**Behavior**: The student can partially determine the meaning of some words or phrases and inconsistently identifies or explains figurative language, often needing support. **Example:** When asked about the phrase "a storm of emotions," the student says, "It means there were a lot of feelings," but cannot fully explain how it reflects the character's inner turmoil without guidance.	**Behavior:** The student independently determines the meaning of words and phrases, including figurative language, using context clues to explain their role in the text. **Example:** When asked about the phrase "a storm of emotions," the student responds, "It means the character was feeling a lot of strong emotions at once, like anger and sadness, which is compared to a storm to show how overwhelming it was."	**Behavior**: The student independently determines the meaning of words and phrases, including figurative language, and provides an in-depth analysis of their impact on tone, mood, or meaning in the text. **Example**: When asked about the phrase "a storm of emotions," the student explains, "The phrase shows how intense and chaotic the character's feelings are, comparing them to a storm to emphasize their uncontrollable nature. This figurative language adds to the mood of tension and reflects the character's inner conflict, which is central to the story's theme of self-discovery."
Key Ideas and Details & Integration of Knowledge in Informational Text				
At their instructional level, quote accurately from a text when drawing inferences from an informational text RI 5.1	**Behavior:** The student is unable to explain what the text says explicitly or make inferences, even with support. They do not refer to the text or include evidence in their responses. **Example:** When asked why a historical event happened, the student responds, "I don't know," or gives a vague answer like, "It just happened," without referencing any details from the text.	**Behavior:** The student partially explains what the text says explicitly and inconsistently attempts to make inferences, often needing support to select or use evidence. **Example:** When asked why a historical event happened, the student says, "The war started because people didn't agree," but provides incomplete evidence such as, "It says they were mad," without fully explaining the disagreement.	**Behavior:** The student independently explains what the text says explicitly and draws accurate inferences, quoting directly and accurately from the text to support their explanations. **Example:** When asked why a historical event happened, the student responds, "The war started because the two countries disagreed over land. The text states, 'Both nations claimed ownership of the territory,' which explains the cause of the conflict."	**Behavior:** The student independently explains what the text says explicitly and draws insightful inferences, quoting accurately and analyzing how the evidence supports deeper interpretations. **Example:** When asked why a historical event happened, the student responds, "The war started because the two countries disagreed over land. The text states, 'Both nations claimed ownership of the territory,' which shows the immediate cause. However, the text also mentions underlying tensions like trade disputes, suggesting the conflict had deeper economic and political roots. This analysis shows how the land issue was a trigger for larger unresolved tensions."
At their instructional level, integrate information from two texts on the same topic RI 5.9	**Behavior**: The student is unable to integrate information from multiple texts, even with support. They struggle to identify relevant details or make connections between sources. **Example**: When reading two articles about climate change, the student provides unrelated or overly vague statements like, "They are both about the Earth," without identifying specific information or connections.	**Behavior**: The student partially integrates information from multiple texts, inconsistently identifying relevant details or requiring support to make connections between sources. **Example**: After reading two articles about climate change, the student says, "One talks about the weather, and the other talks about pollution," but struggles to explain how these topics are connected or how they contribute to understanding climate change.	**Behavior**: The student independently integrates information from several texts, accurately identifying and synthesizing relevant details to demonstrate knowledge of the topic. **Example:** After reading two articles about climate change, the student explains, "Both articles discuss how human activities, like burning fossil fuels, contribute to global warming. The first article focuses on greenhouse gases, while the second talks about the effects on weather patterns. Together, they show how human actions are causing changes in the environment."	**Behavior**: The student independently integrates information from several texts and provides an in-depth analysis, connecting ideas and evaluating how the information enhances understanding of the topic. **Example**: After reading two articles about climate change, the student explains, "Both articles discuss human contributions to global warming. The first article emphasizes the increase in greenhouse gases, supported by the quote, 'Carbon dioxide levels are at their highest in history,' while the second focuses on weather impacts, stating, 'Extreme storms are more frequent.' By combining these ideas, we see not only the causes but also the far-reaching effects of climate change, highlighting the urgency for action."
Craft and Structure in Informational Text				

At their instructional level, determine the meaning of general academic words and phrases in informational text relevant to 5th grade RI 5.4	**Behavior**: Struggles to determine the meaning of general academic words and phrases in informational text, even with support. The student has difficulty using context clues or reference materials to understand unfamiliar vocabulary. **Example**: A student encounters the word "evidence" in an informational text but is unable to define it correctly, even when given support.	**Behavior**: Can sometimes determine the meaning of academic words and phrases with support or using context clues, but may still require guidance for more complex words. The student demonstrates partial success in understanding unfamiliar vocabulary. **Example**: A student may determine that the word "analyze" means "to examine closely" after receiving help or using context clues in the surrounding sentences, but still struggles with less obvious words or phrases without support.	**Behavior**: Independently determines the meaning of general academic words and phrases in informational text by using context clues, reference materials, or prior knowledge. The student can apply this skill consistently across a range of texts. **Example**: A student encounters the word "impact" in an article and correctly understands it to mean "the effect or influence" based on the surrounding text. They can also explain their reasoning for choosing this definition.	**Behavior**: In addition to being proficient, the student independently applies advanced strategies to determine the meaning of complex academic words and phrases, analyzing word parts (e.g., prefixes, suffixes, roots) and making connections to related concepts. The student demonstrates an in-depth understanding and applies this skill across a variety of texts. **Example**: A student encounters the word "interdependent" in a science article and breaks it down into "inter-" and "dependent," using their understanding of the parts of the word to conclude that it means "mutually dependent." They can also relate this concept to other academic ideas or contexts, enhancing their overall comprehension.
At their instructional level, analyze and describe the overall structure and text features in two or more informational texts RI 5.5	**Behavior**: Struggles to identify and describe the structure and text features of informational texts, even with support. The student may have difficulty recognizing features such as headings, subheadings, captions, or the organization of the text. **Example**: A student reads two informational texts but cannot identify or explain the use of headings, bullet points, or how the texts are organized (e.g., cause/effect, compare/contrast). They may not understand the function of the text features.	**Behavior**: Can identify and describe some basic text features and structure with support, but struggles to apply this understanding consistently across multiple texts. The student may need reminders or guidance to analyze how the text features contribute to understanding the content. **Example**: A student identifies the heading and subheadings in two informational texts but has difficulty explaining how they help organize the information or support comprehension. They may recognize features like captions or bolded words but do not always understand their purpose.	**Behavior**: Independently analyzes and describes the overall structure and text features of two or more informational texts, demonstrating understanding of how text features (e.g., headings, subheadings, captions, charts) help organize and clarify information. **Example**: A student accurately describes how the structure of two informational texts (e.g., problem/solution, chronological order) and text features like headings and captions help the reader understand the main ideas and details. They can explain how these elements contribute to the text's overall meaning.	**Behavior**: In addition to being proficient, the student demonstrates complex thinking by comparing and contrasting the structures and text features of multiple informational texts. They can analyze how these elements affect the overall message and purpose of the texts, making connections to broader concepts. **Example**: A student not only identifies the text features and structures in two informational texts but also compares how the use of headings, diagrams, and timelines in each text support different approaches to presenting information. They explain how each text's structure is tailored to its intended audience or purpose, demonstrating a deeper understanding of text organization and its effects on comprehension.
Foundational Skills				
Demonstrates and applies grade-level word study knowledge L 5.2a	**Behavior**: Struggles to demonstrate understanding of grade-level spelling, word patterns, and word meanings, even with support. Shows limited ability to apply knowledge of word study concepts in writing and reading. **Example**: A student frequently misspells grade-level words, struggles to identify prefixes and suffixes, and is unable to use word meanings in context without significant guidance.	**Behavior**: Shows partial understanding of grade-level word study concepts, but still requires support to correctly apply spelling patterns, word meanings, and affixes in writing and reading. Makes occasional errors but can sometimes recognize and use word patterns with reminders. **Example**: A student occasionally uses correct spelling patterns and affixes in their writing but may still make errors with more complex words or struggle to apply word meanings independently in different contexts.	**Behavior**: Independently demonstrates a solid understanding of grade-level word study concepts, including spelling patterns, word meanings, and the use of affixes. Correctly applies this knowledge in both writing and reading tasks. **Example**: A student consistently uses grade-level spelling patterns, accurately applies prefixes and suffixes in their writing, and can easily determine the meaning of unfamiliar words using context clues.	**Behavior**: In addition to being proficient, the student demonstrates a deep understanding of word study concepts and applies complex thinking when exploring word meanings, word origins, and relationships between words. Extends their knowledge to recognize nuances in word choice and meaning across different contexts. **Example**: A student not only uses spelling patterns and affixes correctly but also independently analyzes and explains the meaning of unfamiliar words, identifying their roots, and explaining how they are related to other words. They apply these skills to choose more precise words in writing and demonstrate strong vocabulary development in reading.
At their instructional level demonstrates and applies word study knowledge. L 5.2	**Behavior**: The student is unable to apply appropriate word study knowledge for their instructional level in small group, even with support or guidance.	**Behavior**: The student can partially applies appropriate word study knowledge for their instructional level in small group, with some inconsistencies, and requires support to apply skills correctly.	**Behavior:** The student independently applies word study knowledge for their instructional level in small group, applying spelling patterns and phonetic rules accurately.	**Behavior**:The student applies word study knowledge beyond their instructional level.
Writing- Text Types and Purposes				

Writes a narrative with a beginning, middle, and end. W5.3ideas	**Behavior**: Struggles to organize a narrative with a clear beginning, middle, and end, even with support. The narrative may be incomplete or lack coherence, with events that are not logically sequenced. **Example**: A student writes a story that jumps between events with little structure or order. The narrative may begin abruptly without setting the scene, and the conclusion may feel rushed or unfinished.	**Behavior**: Can write a narrative with some structure, but may struggle to clearly organize ideas into a coherent beginning, middle, and end. The story may be somewhat disjointed or lack detail in certain parts, but the student attempts to develop a storyline. **Example**: A student writes a story with a clear beginning and an ending but may leave the middle part underdeveloped or fail to fully explain how the story transitions between events. The narrative may have a simple plot but lacks depth or clarity in parts.	**Behavior**: Independently writes a clear narrative with a well-organized beginning, middle, and end. The events flow logically, with a clear introduction, development of the plot, and a satisfying conclusion. The student effectively uses transitions to maintain coherence. **Example**: A student writes a story that introduces characters and a setting at the beginning, develops a plot with clear events and conflicts in the middle, and provides a well-rounded resolution at the end. They use transition words like "next," "then," and "finally" to guide the reader through the story.	**Behavior**: In addition to being proficient, the student demonstrates complex thinking by adding depth to the narrative. They craft an engaging story with a sophisticated structure, developing characters, emotions, and details that enhance the plot and theme. The student may also include multiple plot points and thoughtful transitions to strengthen the narrative's impact. **Example**: A student writes a narrative that not only includes a clear beginning, middle, and end but also develops rich characters and settings that add depth to the plot. They may include subplots, character development, or meaningful reflections that add complexity and sophistication to the story. The narrative keeps the reader engaged through well-crafted details and transitions.
Writes an informative explanatory text to examine a topic and convey ideas and information clearly. W 5.2ideas	**Behavior**: Struggles to write a clear and focused text; information is incomplete or unclear. **Example**: Writes about ecosystems but includes irrelevant information and lacks structure.	**Behavior**: Partially organizes ideas but lacks clarity and full development of details. **Example**: Explains ecosystems with some correct details but misses key steps or lacks organization.	**Behavior**: Clearly organizes and explains ideas, provides sufficient detail, and follows a logical structure. **Example**: Explains the process of ecosystems with clear details, including an introduction, body, and conclusion.	**Behavior**: Deepens the explanation with analysis, additional examples, and connections to broader ideas. **Example**: Explains photosynthesis and explores its ecological importance, offering comparisons and engaging explanations.
Writes an opinion piece that states an opinion, supplies reasons, and a sense of closure. W 5.1ideas	**Behavior**: The student is unable to write an opinion piece, even with support. The opinion may be unclear or missing, and the reasons provided are either irrelevant or insufficient. The piece lacks a sense of closure. **Example**: The student writes a statement like, “I think school uniforms are bad,” but provides no reasons or explanations for why they feel this way. The writing lacks structure, and there is no conclusion or closure to the piece.	**Behavior**: The student can partially write an opinion piece with support but shows inconsistency in stating a clear opinion or providing logical reasons. The piece may have a beginning and some attempt at closure, but it lacks clarity or development. **Example**: The student writes, “I think homework is bad because it takes too long,” but only briefly explains the reasons without elaboration or supporting evidence. The conclusion is weak, simply restating the opinion without providing any final thoughts or resolution.	**Behavior**: The student independently writes an opinion piece that clearly states an opinion, provides logical reasons or evidence to support that opinion, and includes a sense of closure. The writing is structured and cohesive. **Example**: The student writes, “I believe school uniforms should be required because they promote equality, reduce peer pressure, and save time in the morning.” The piece includes at least three clear and relevant reasons, followed by a concluding sentence that restates the opinion and summarizes the reasons.	**Behavior**: The student independently writes an opinion piece that clearly states an opinion, provides logical reasons or evidence to support that opinion, and includes a sense of closure. The writing is structured and cohesive. **Example**: The student writes, “I believe school uniforms should be required because they promote equality, reduce peer pressure, and save time in the morning.” The piece includes at least three clear and relevant reasons, followed by a concluding sentence that restates the opinion and summarizes the reasons.
Writes content specific explanatory/informative pieces including narration of historical events, scientific/mathematical procedures and processes. 5contentwrit	**Behavior**: The student struggles to write explanatory or informative pieces, even with support. The writing is unclear, lacks focus, and does not effectively explain or narrate the topic. It may be incomplete or irrelevant to the content. **Example**: The student writes an explanation of how plants grow but includes incorrect or unrelated information, such as describing a plant as an animal or omitting key steps. The writing is disorganized, with no clear structure or logical flow.	**Behavior**: The student can partially write explanatory or informative pieces with support but shows inconsistency in clarity, organization, or accuracy. There may be a basic attempt at structure, but some key ideas or details may be missing or unclear. **Example:** The student writes a narrative about a historical event but omits important facts or gives an incomplete explanation of the causes and effects. The writing has some organization but may lack clarity in how ideas are connected or be missing necessary details. Teacher support is needed to strengthen the explanation.	**Behavior**: The student independently writes clear, organized, and accurate explanatory or informative pieces that effectively describe or narrate content-specific topics, such as historical events, scientific processes, or mathematical procedures. **Example**: The student writes a well-structured explanation of the water cycle, detailing the steps of evaporation, condensation, and precipitation with correct terminology and clear descriptions. The piece flows logically from one idea to the next and is focused on the topic.	**Behavior**: In addition to being proficient, the student uses complex thinking to deepen the explanation or narration, providing in-depth analysis or unique insights that extend the understanding of the topic. The writing shows a sophisticated command of content and may introduce additional perspectives or connections. **Example**: The student writes a detailed and nuanced explanation of the American Revolution, integrating not only the events but also the perspectives of different groups (e.g., patriots, loyalists) and connecting historical causes to later impacts. The student might also draw connections to other historical events, demonstrating a deep understanding of both the content and its broader implications.
Writing- Production and Distribution				

Demonstrates a command of the grade-level appropriate conventions of standard English grammar and usage. L 5.1	**Behavior**: The student is unable to apply grade-level appropriate conventions of standard English grammar and usage, even with support. Frequent errors in sentence structure, punctuation, verb tense, subject-verb agreement, and word usage affect clarity and understanding. **Example**: The student writes sentences with frequent errors, such as "She don't like to go to the store," or "Me and him was playing outside." The meaning is often unclear, and the student requires significant assistance to identify and correct errors.	**Behavior**: The student can partially apply grade-level appropriate conventions of standard English grammar and usage, but inconsistencies are present. Some errors in grammar, punctuation, or usage occur, and the student needs support to identify and correct them. **Example**: The student writes sentences like "She don't like to go to the store," but may recognize this error with prompting and correct it to "She doesn't like to go to the store." Sentence structure and punctuation are sometimes correct but still inconsistent across writing.	**Behavior**: The student independently applies grade-level appropriate conventions of standard English grammar and usage. Errors are rare and do not interfere with meaning. The student uses correct sentence structure, punctuation, subject-verb agreement, and word choice consistently in writing. **Example**: The student writes sentences such as, "She doesn't like to go to the store," and "We went to the park after school." The writing is clear, and the student demonstrates consistent command of grammar rules with few to no errors.	**Behavior:** In addition to being proficient, the student uses complex thinking to enhance their command of English grammar and usage. They demonstrate a deep understanding of grammar conventions, including more sophisticated sentence structures and varied punctuation, and apply them to elevate the quality of their writing. **Example:** The student uses a variety of sentence structures, such as compound and complex sentences, and demonstrates advanced grammar choices, such as correct use of commas, semicolons, and other punctuation to create nuanced meaning. For example: "Although she doesn't like to go to the store, she agreed to come with us because it was an important trip." The writing is polished, and conventions are applied with skill to enhance clarity and style.
Develops writing by planning, revising, editing, and publishing. L 5.5	**Behavior**: The student is unable to effectively plan, revise, edit, or publish their writing, even with support. There is little to no organization, and the writing is unclear or incomplete. **Example**: The student submits a rough draft with little structure, does not make revisions or edits, and the final product is difficult to understand due to numerous errors. The student relies heavily on the teacher for guidance.	**Behavior**: The student can partially complete the writing process (planning, revising, editing, publishing) but does so inconsistently or with significant support. Some aspects of the writing may be unclear or lacking in detail. **Example**: The student drafts an outline before writing but struggles to revise or edit independently. The final product may have several errors and lacks clarity, but with teacher support, they improve the work. Some effort to publish is seen, but not all elements are polished.	**Behavior**: The student independently plans, revises, edits, and publishes their writing with minimal guidance. The writing is well-organized, clear, and shows evidence of careful revision and editing. **Example**: The student creates an outline before writing, revises for clarity and coherence, and edits for grammar and spelling mistakes. The final product is neat, clear, and well-organized, showing a clear thought process. The student publishes a piece of writing that meets grade-level expectations.	**Behavior:** The student not only completes the writing process independently but also uses complex thinking to further develop their writing. They extend their ideas and analysis, demonstrating deep understanding and application of the writing process. **Example:** The student creates a detailed outline, revises their work to include sophisticated language and ideas, and self-edits for style, tone, and structure. In the final publication, the student demonstrates creativity, a high level of critical thinking, and a strong personal voice, incorporating complex ideas and providing deep analysis.