Grading Benchmarks - Grade 5

English Language Arts

Foundational Reading

July 2026

Reads at grade level text with fluency accuracy and comprehension [L.RF.5.3; L.RF.5.4a,b,c]				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	(Below F&P Instructional Level S) Reads slowly and inaccurately with little or no expression. Unable to apply learned reading strategies Demonstrates little or no understanding or story structure; limited or no ability to recount stories. Demonstrates little or no understanding of what has been read.	(F&P Instructional Level S) Reads some words accurately with some expression with below level texts. May not heed punctuation. With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text. Requires teacher prompting and support to recount stories. Requires teacher prompting and support to ask/answer questions concerning key details in fiction text.	(F&P Instructional Levels T) *Independently and consistently reads most words accurately, with high fluency and expression, on grade level. *Independently and consistently applies learned reading strategies to a variety of texts Independently and consistently retells stories and describes overall structure of the story including beginning, middle and end	(F&P Instructional Level U) * Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation * Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level * Independently and consistently retells stories with above grade level texts and describes overall structure of the story including beginning, middle and end. * Independently and consistently asks/answers literal and inferential questions concerning key details in an above grade level fiction text.)

2	(Below F&P Instructional Level T) * Reads some words accurately with some expression with below grade level texts. May not heed punctuation. * Unable to apply learned reading strategies *Demonstrates little or no understanding or story structure; limited or no ability to recount stories * Requires teacher prompting and support to recount stories * Unable to ask or answer questions, either literal or inferential, concerning key details in a text. * Makes a few relevant predictions or inferences * Does not find or use text clues to identify implied ideas and information	(F&P Instructional Level T) *Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time. * With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text. * Independently and consistently retells stories including beginning, middle and end * Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail. * Finds some text based clues, makes some relevant connections and predictions * Applies some inferential thinking but may need support.	(F&P Instructional Levels U) *Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation. *Independently and consistently applies learned reading strategies to a variety of texts * Independently and consistently retells stories and describes overall structure of the story including beginning, middle and end * Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text. * Finds and uses text based clues to uncover and explain ideas in the text. * Cites specific support to assist in interpretation of the text.	(F&P Instructional Level V) * Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. * Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level *Independently and consistently retells stories with above grade level texts and describes overall structure of the story including beginning, middle and end. * Independently and consistently asks/answers literal and inferential questions concerning key details in an above grade level fiction text. * Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level text. * Cites specific support to assist in interpretation of the higher level question with increasing depth.

3	(Below F&P Instructional Level U) * Reads some words accurately with some expression with below grade level texts. May not heed punctuation. * Unable to apply learned reading strategies *Requires teacher prompting * Demonstrates weak understanding of fictional texts * May be able to ask/answer literal questions but needs more prompting and support for inferential * Makes a few relevant predictions or inferences * Does not find or use text clues to identify implied ideas and information. support to recount stories	(F&P Instructional Level U) * Reads most words accurately with some expression with below level texts. Heeds punctuation most of the time. * With teacher prompting and support, applies learned reading strategies to on level texts or only applies reading strategies to below level text * Independently and consistently retells stories including beginning, middle and end * Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail. * Finds some text based clues, makes some relevant connections, predictions and inferences. * Asks/answers literal questions * Applies some inferential thinking using text based clues	(F&P Instructional Levels V) * Independently and consistently reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation. * Independently and consistently applies learned reading strategies to a variety of texts * Independently and consistently retells stories including beginning, middle and end * Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text. * Finds and uses text based clues to uncover and explain ideas in the text. * Cites specific support to assist in interpretation of the text.	(F&P Instructional Level W) * Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation. * Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level * Independently and consistently retells stories with above grade level texts including beginning, middle and end. * Independently and consistently asks/answers literal and inferential questions concerning key details in an above grade level fiction text. * Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing ideas in above grade level text. * Cites specific support to assist in interpretation of the higher level question with increasing depth.

Reading Domain: Literature

Summarizes a literary text and analyze the elements of a story, including theme with evidence from the text. [RL.CR.5.1, RL.CI.5.2; RL.IT.5.3]				
Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	*Is unable to identify theme or central idea of a text. *Unable to ask or answer questions, either literal or inferential, concerning key details in a text. *Does not find or use text clues to identify implied theme or central idea	*Requires prompting and support to identify the theme of a text *Finds some text based clues, makes some relevant connections and predictions *May be able to ask/answer literal questions but needs more prompting and support to identify theme	*Independently and consistently identifies the theme of a story *Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text. *Finds and uses text based clues to uncover and explain ideas in the text.	*Independently and consistently identifies the theme of a story with above level texts. *Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing messages in above grade level text. *Cites specific support to assist in interpretation of the higher-level questions with increasing depth.

2	* Demonstrates little to no understanding of the theme of a text * Unable to ask or answer questions, either literal or inferential, concerning key details in a text. * Does not find or use text clues to identify implied ideas and information.	* Requires prompting and support to identify theme of a text * Demonstrates a partial understanding of the text in order to ask/answer questions concerning key detail. * Finds some text based clues, makes some relevant connections to identify possible theme * Applies some inferential thinking but may need support to identify theme or central idea	* Independently and consistently identifies the theme of a story and supplies supporting details * Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text. * Finds and uses text based clues to uncover and explain key ideas in the text. * Cites specific support to assist in interpretation of the text.	* Independently and consistently identifies the theme of a story and supplies supporting details on above level texts. * Independently and consistently asks/answers literal and inferential questions concerning key details in an above grade level fiction text. * Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing messages in above grade level text. * Cites specific support to assist in interpretation of the higher level question with increasing depth.
3	* Demonstrates little to no understanding of the theme of a text * Requires teacher prompting * Needs more prompting and support to identify theme or central idea * Makes a few relevant inferences * Does not find or use text clues to identify message	* Requires prompting and support to identify the theme of a text * Demonstrates a partial understanding of the text in order to ask/answer questions concerning key details. * Finds some text based clues, makes some relevant connections to theme or message. * Applies some inferential thinking using text based clues to generate theme	* Independently and consistently identifies the theme of a story and supplies supporting details * Independently and consistently asks/answers literal and inferential questions concerning key details in a fiction text. * Finds and uses text based clues to uncover and explain theme or central ideas in the text. * Cites specific support to assist in interpretation of the text.	* Independently and consistently identifies the theme of a story and supplies supporting details above level texts. * Independently and consistently asks/answers literal and inferential questions concerning key details in an above grade level fiction text. * Makes insightful inferences, explains, compares, describes and makes generalizations to analyze implied, stated or confusing themes or central ideas in above grade level text. * Cites specific support to assist in interpretation of the higher level question with increasing depth.

Identifies and compares and contrasts various literary genres and points of view and supports with evidence from the text. [RL. CR.5.1; RL.TS.5.4; RL.PP.5.5]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
All	With scaffolding, teacher prompting and support may be able to compare and contrast characters, settings, and events within a single and/or multiple texts; limited use of details to support ideas.	Inconsistently compares and contrasts characters, settings, and events within a single and/or multiple texts; limited use of details to support ideas.	Consistently and independently compares and contrasts characters, settings, and events within a single text; uses details to support ideas.	Consistently and independently compares and contrasts characters, settings, and events within a single and/or multiple texts; uses specific details to support ideas in above grade level text.

Compares and contrasts the themes of multiple literary texts and supports with evidence from the text. [RL.CR.5.1; RL.MF.5.6]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
All	* With prompting, support, & scaffolding attempts to make connections between specific descriptions and directions in a text and a visual or oral representation of the text. *Struggles to compares and contrasts the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. *Is unable to refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.	* With support makes connections between specific descriptions and directions in a text and a visual or oral representation of the text. *Compares and contrasts the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. *Refers to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.	* Independently and consistently makes connections between specific descriptions and directions in a text and a visual or oral representation of the text * Compares and contrasts the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. * Refers to details and examples as textual evidence when explaining what a literary text says explicitly and makes relevant connections when drawing inferences from the text.	* Independently and consistently **m**akes sophisticated connections between specific descriptions and directions in a text and a visual or oral representation of an above grade level text. * Compares and contrasts the treatment of similar themes, topics and patterns of events in above grade level texts from authors of different cultures. * Makes insightful inferences and uses higher order level questioning in order to cite details and examples as textual evidence that explains what a literary text says explicitly and make relevant connections when drawing inferences from above grade level texts

Reading Domain: Informational

Summarizes informational text and analyzes and discusses the main idea and supports with evidence from the text. [RI.CR.5.1; RI.CR.5.2; RI.AA.5.7]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
1	**Not Assessed at This Time**			

2	With scaffolding, teacher prompting and support, may be able to determine two or more main ideas of a text, explaining how they are supported by key details. With scaffolding, teacher prompting and support, may be able to summarize the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.	With teacher prompting and support, determines two or more main ideas of a text, explaining how they are supported by key details. With teacher prompting and support, summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.	Independently determines two or more main ideas of a text, explaining how they are supported by key details. Independently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.	Independently and consistently determines two or more main ideas of a text, explaining how they are supported by key details in above grade level text. Independently and consistently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text in above grade level text.
3	With scaffolding, teacher prompting and support, may be able to determine two or more main ideas of a text, explaining how they are supported by key details. With scaffolding, teacher prompting and support, may be able to summarize the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.	With teacher prompting and support, determines two or more main ideas of a text, explaining how they are supported by key details. With teacher prompting and support, summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.	Independently determines two or more main ideas of a text, explaining how they are supported by key details. Independently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text.	Independently and consistently determines two or more main ideas of a text, explaining how they are supported by key details in above grade level text. Independently and consistently summarizes the text in an organized and sequential manner that demonstrates an understanding of key events in the beginning, middle and end of a text in above grade level text.

Identifies the various text structures and features of an informational text and supports with evidence from the text. [RI.CR.5.1; RI.IT.5.3; RI.TS.5.4; RI.MF.5.6]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
1	**Not Assessed at This Time**			

2	* With scaffolding, teacher prompting and support may be able to explain the structures of information presented, and is able to compare and contrast structures presented in two or more texts.	* With teacher prompting and support, explains the structures of information presented, and is able to compare and contrast structures presented in two or more texts.	* Independently explains the structures of information presented, and is able to compare and contrast structures presented in two or more texts.	* Independently and consistently analyzes and explains the structures of information presented, and is able to compare and contrast structures presented in two or more above grade level text.
3	* With scaffolding, teacher prompting and support may be able to explain the structures of information presented, and is able to compare and contrast structures presented in two or more texts.	* With teacher prompting and support explains the structures of information presented, and compares and contrasts structures presented in two or more texts.	* Independently and consistently explains the structures of information presented, and is able to compare and contrast structures presented in two or more texts.	* Independently and consistently analyzes and explains the structures of information presented, and is able to compare and contrast structures presented in two or more above grade level texts.

Compares and contrasts multiple texts on the same topic. [RI.CR.5.1; RI.IT.5.3;RI.PP.5.5; RI.CT.5.8]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
1	**Not Assessed at This Time**			
2	* With scaffolding, teacher prompting and support may be able to explain the information presented, and is able to compare and contrast information presented in two or more texts.	* With teacher prompting and support, explains the information presented, and is able to compare and contrast information presented in two or more texts.	* Independently explains the information presented, and is able to compare and contrast information presented in two or more texts.	* Independently and consistently analyzes and explains the information presented, and is able to compare and contrast informaiton presented in two or more above grade level texts.
3	* With scaffolding, teacher prompting and support may be able to explain the information presented, and is able to compare and contrast information presented in two or more texts.	* With teacher prompting and support explains the information presented, and compares and contrasts information presented in two or more texts.	* Independently and consistently explains the information presented, and is able to compare and contrast information presented in two or more texts.	* Independently and consistently analyzes and explains the information presented, and is able to compare and contrast information presented in two or more above grade level texts.

Domain: Writing/Language

Determines or clarifies the meaning of unknown, multiple meaning, and content area words and phrases as well as understands figurative language and word relationships. [L.KL.5.1a,c; L.WF.5.2.H; L.VL.5.2.a,b,c; L.VI.5.3.a,b,c;]

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With scaffolding, teacher prompting and support may be able to use literary and domain-specific vocabulary; generally unable to apply vocabulary/word analysis strategies to reading.	Inconsistent understanding of literary and domain-specific vocabulary and use of strategies to determine the meaning of new words.	Independently reads literary and domain-specific vocabulary accurately and demonstrates understanding of meaning.	In above grade level text, independently and consistently reads literary and domain- specific vocabulary accurately and understands the meaning of the words; may use vocabulary/word analysis strategies to determine the meaning of new words.
2	With scaffolding, teacher prompting and support may be able to use literary and domain-specific vocabulary; generally unable to apply vocabulary/word analysis strategies to reading.	Inconsistent understanding of literary and domain-specific vocabulary and/or use of strategies to determine the meaning of new words.	Independently and consistently reads literary and domain- specific vocabulary accurately and demonstrates understanding of meaning; with support, uses vocabulary/word analysis strategies to determine the meaning of new words.	In above grade level text, independently and consistently reads literary and domain- specific vocabulary accurately and demonstrates understanding of meaning; uses vocabulary/word analysis strategies to determine the meaning of new words; recognizes and accurately explains figurative language in text.
3	With scaffolding, teacher prompting and support may be able to use literary and domain-specific vocabulary; generally unable to apply vocabulary/word analysis strategies to reading.	Inconsistent understanding of literary and domain-specific vocabulary and/or use of strategies to determine the meaning of new words.	Independently and consistently reads literary and domain- specific vocabulary accurately and demonstrates understanding of meaning; uses vocabulary/word analysis strategies to determine the meaning of new words; recognizes and accurately explains figurative language in text.	In above grade level text, independently and consistently reads advanced literary and domain-specific vocabulary accurately and demonstrates understanding of meaning; uses vocabulary/word analysis strategies to determine the meaning of new words, if necessary; recognizes and accurately explains figurative language in text.

Demonstrates command of spelling, punctuation, proper grammar, and sentence/paragraph structure. [L.WF.5.2.a,b,c,d,e,f,g; L. KL.5.1b]

1	Demonstrates little to no command of the conventions of standard English and spelling. Frequent and varied errors in mechanics, grammar, usage, and/or spelling impede understanding.	Demonstrates limited command of the conventions of standard English and spelling at an appropriate level of complexity. Errors in mechanics, grammar, usage and/or spelling often impede meaning.	Beginning to demonstrate command of the conventions of standard English and spelling at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.	Mostly demonstrates command of the conventions of standard English and spelling at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.
2	Demonstrates little to no command of the conventions of standard English and spelling. Frequent and varied errors in mechanics, grammar, usage, and/or spelling impede understanding.	Demonstrates limited command of the conventions of standard English and spelling at an appropriate level of complexity. Errors in mechanics, grammar, usage and/or spelling often impede meaning.	Mostly demonstrates command of the conventions of standard English and spelling at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.	Demonstrates full command of the conventions of standard English and spelling at an appropriate level of complexity.
3	Demonstrates little to no command of the conventions of standard English and spelling. Frequent and varied errors in mechanics, grammar, usage, and/or spelling impede understanding.	Demonstrates limited command of the conventions of standard English and spelling at an appropriate level of complexity. Errors in mechanics, grammar, usage and/or spelling often impede meaning.	Mostly demonstrates command of the conventions of standard English and spelling at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, usage, and/or spelling, but meaning is clear.	Demonstrates full command of the conventions of standard English and spelling at an appropriate level of complexity.

Writes a narrative piece that develops a real or imagined experiences. [W.NW.5.3.a,b,c,d,e; W.RW.5.7; W.WP.5.4.a,b,c,d,e; W.WR. 5.5; W.RW.5.7]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**

1	With teacher prompting and support, may be able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Rarely uses vocabulary appropriate for the genre.	With teacher prompting and support, produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Inconsistently uses vocabulary appropriate for the genre.	Independently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Usually uses vocabulary appropriate for the genre. Usually uses a range of descriptive words to enhance meaning.	Independently and consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Consistently uses above grade level vocabulary appropriate for the genre.
2	**Not Assessed at This Time**			
3	**Not Assessed at This Time**			

Writes an informative/informational piece based on a research project that supports a topic with text evidence from mulitple sources and proper structural expectations. [W.IW.5.2.a,b,c,d,e; R.RW.5.7; W.SE.5.6; W.WR.5.5;; W.RW.5.7; SL.UM.5.5; W.WP.5.4. a,b,c,d,e; W.WR.5.5; W.RW.5.7]

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	**Not Assessed at This Time**			
2	With teacher prompting and support, may be able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Rarely uses vocabulary appropriate for the genre. Rarely uses a range of descriptive words to enhance meaning. Rarely varies word choice to create interesting description and dialogue	With teacher prompting and support, produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Inconsistently uses vocabulary appropriate for the genre. Inconsistently uses a range of descriptive words to enhance meaning. Inconsistently varies word choice to create interesting description and dialogue.	Independently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Usually uses vocabulary appropriate for the genre. Usually uses a range of descriptive words to enhance meaning. Usually varies word choice to create interesting description and dialogue.	Independently and consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Consistently uses above grade level vocabulary appropriate for the genre. Consistently uses a range of descriptive words to enhance meaning. Consistently varies word choice to create interesting description and dialogue that is above grade level.
3	**Not Assessed at This Time**			

Writes an opinion piece that supports a point of view with reasons and information that demonstrates grade level structural expectations.[W.AW.5.1.a,b,c,d; W.RW.5.7; W.WP.5.4.a,b,c,d,e; W.WR.5.5; W.RW.5.]

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	**Not Assessed at This Time**			
2	**Not Assessed at This Time**			
3	With teacher prompting and support, may be able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Rarely uses vocabulary appropriate for the genre.	With teacher prompting and support, produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Inconsistently uses vocabulary appropriate for the genre.	Independently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Usually uses vocabulary appropriate for the genre. Usually uses a range of descriptive words to enhance meaning.	Independently and consistently produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Consistently uses above grade level vocabulary appropriate for the genre.

Speaking and Listening Domain

Engages in collaborative discussions on Grade 5 topics effectively. Demonstrates an understanding and can support concepts with details and evidence. Identifies and analyzes elements of speeches. [SL.PE.5.1; SL.AS.5.6]

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards

All	With teacher prompting and support, may be able to engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Explicitly draw on previously read text or material other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	With teacher prompting and support, engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Explicitly draw on previously read text or material other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Independently engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Explicitly draw on previously read text or material other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	* Consistently and independently engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. * Explicitly draw on previously read text or material other information known about the topic to explore ideas under discussion. * Follow agreed-upon rules for discussions and carry out assigned roles. * Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. * Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Summarizes text or information presented in diverse formats. Demonstrates an understanding and can support concepts with details and evidence. [SL.II.5.2]

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	* With teacher prompting and support, may be able to summarizes a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	*With teacher prompting and support, summarizes a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	* Independently summarizes a written text read aloud or information presented in diverse media and formats (e. g., visually, quantitatively, and orally).	* Independently and consistently summarizes a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Identifies and analyzes elements of speeches [SL.ES.5.3]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
2-3	* With teacher prompting and support, summarizes the points a speaker makes and explain how each claim is supported by reasons and evidence.	With prompting, summarizes the points a speaker makes and explain how each claim is supported by reasons and evidence.	Independently and consistently, summarizes the points a speaker makes and explain how each claim is supported by reasons and evidence.	Independently and consistently with above level complexity, summarizes the points a speaker makes and explain how each claim is supported by reasons and evidence.
Reports orally on a topic, including media elements, to effectively communicate to an audience [SL.PI.5.4, SL.UM.5.5]				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**
2-3	**With prompting, support. and scaffolding...** *Attempts to report on a topic or text, tell a story, or recount an experience *Thoughts are unorganized, missing appropriate facts and relevant, descriptive details to support main ideas or themes *Struggles to speak clearly with improper pacing, tonation, and inflections	**With prompting...** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes *Speaks clearly but the pacing lacks flow, tonation, and inflection	**Independently and consistently....** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes *Speaks clearly at an understandable pace.	**Independently and consistently with above level complexity...** *Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes *Speaks clearly at an understandable pace with proper inflections
Social Studies				
Trimester	**Needs Support**	**Approaching Standards**	**Meets Standards**	**Exceeds Standards**

ALL	· Student has not demonstrated an adequate understanding of the content and is still developing the required skills. · Student has not demonstrated an adequate ability to compose open-ended responses. · Student has not demonstrated an adequate ability to conduct research.	· Student has demonstrated understanding of the content and can practice the skills with prompting or assistance. · Student has demonstrated understanding of open- ended responses, which may lack necessary detail. May need prompting and support. · Student is able to conduct accurate research, generally using and correctly citing reliable	· Student has demonstrated understanding of the content and can practice the skills independently. · Student has demonstrated the ability to compose detailed and proficient open-ended responses. · Student is able to conduct thorough and accurate research using and correctly citing reliable sources.	· Student has clearly demonstrated understanding of the content, independently demonstrated the skills being taught, and has made connections to the content in unexpected or non-routine ways. · Student has clearly demonstrated the ability to compose insightful and detailed open-ended responses.