

# Fifth Grade Benchmarks English/Language Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

<b>Student Performance Standard</b>	<b>Level 1 Below</b>	<b>Level 2 Limited</b>	<b>Level 3 Approaching</b>	<b>Level 4 Meets</b>	<b>Level 5 Exceeds</b>
<i>Reading for Literature:</i>					
Determine a theme of a story, drama or poem.	Determines a theme with guidance.	Inconsistently determines themes from details in the text; describes how some characters respond to challenges or how some speakers in poems reflect on a topic; summarizes text; responses may be minimal or incomplete.	Frequently determines some themes from details in the text; describes how some characters respond to challenges or how some speakers in poems reflect on a topic; summarizes some texts.	Most of the time determines theme based on details in the text; describes how most characters respond to challenges or how most speakers in poems reflects on a topic; summarizes most texts.	Consistently determines theme based on details in all texts; clearly describes across texts how characters respond to challenges or how the speaker in a poem reflects on a topic; concisely summarizes all texts.
Describe how point of view influences how events are described.	Describe point of view with guidance.	Inconsistently identifies the narrator and explains which point of view is used in specific texts; evidences minimal understanding of how the author's experiences and beliefs influence the text; evidences minimal understanding of the cultural and social perspective from which the author writes and how that contributes to the text.	Frequently identifies the narrator and explains which point of view is used in some texts; explains how some stories would change if a different character narrated it; evidences some understanding of how the author's experiences and beliefs influence the text; evidences some understanding of the cultural and social perspective from which the author	Most of the time identifies the narrator and explains which point of view is used in most texts; explains how most stories would change if a different character narrated them; evidences understanding of how most author's experiences and beliefs influence texts; evidences understanding of the cultural and social perspective from	Consistently identifies the narrator and explains which point of view is used across multiple texts; explains how stories would change if a different character narrated them; evidences understanding across texts of how the author's experiences and beliefs influence the text; evidences understanding across texts of the cultural and social perspective

			writes and how that contributes to the text.	which most authors write and how that contributes to each text.	from which the author writes and how that contributes to each text; cites texts for comparison or contrast.
Read and comprehend narrative text at the upper end of the 4-5 grade level band.	Reads and comprehends texts below the 4-5 grade level complexity band.	Reads and comprehends narrative texts at the lower 4-5 grade level text complexity band (F & P Level V, DRA Level 50, Lexile Band 770-980) with significant supports and guidance; mostly reads texts below the 4-5 grade level band.	Reads and comprehends some narrative texts in the upper end of the 4-5 grade level text complexity band (F & P Level V, DRA Level 50, Lexile Band 770-980).	Reads and comprehends narrative texts in the upper end of the 4-5 grade level text complexity band (F & P Level V, DRA Level 50, Lexile Band 770-980) independently and proficiently.	Reads and comprehends narrative texts above the 4-5 grade level text complexity band independently and proficiently.

<i>Reading for Information:</i>					
Determine two or more main ideas of a text.	Determines main ideas of a text with guidance.	Inconsistently determines main idea of a text; responses may be minimal or inaccurate.	Frequently determines at least two main ideas of some texts; explains how each idea is supported by details; summarizes some texts.	Most of the time determines two or more main ideas of most texts; explains how each idea is supported by key details; summarizes most texts.	Consistently determines main ideas of complex text; explains how each idea is supported by key details; concisely summarizes complex text.
Explain how an author uses reasons and evidence to support points in a text.	Explains how an author uses reasons and evidence with guidance.	Inconsistently identifies reasons and evidence an author uses to support a particular point; responses may be minimal or evidence misunderstanding.	Frequently identifies some of the reasons and evidence an author uses to support particular points; explains how some text features help you understand a selection; evidences some understanding of how an author's experiences and beliefs influence text.	Most of the time identifies most of the reasons and evidence an author uses to support particular points; explains how most specific text features help you understand a selection; evidences understanding of how an author's experiences and beliefs influence text.	Consistently identifies the reasons and evidence an author uses to support particular points of complex text; explains how specific text features help you understand a selection; evidences detailed and specific understanding of how an author's experiences and

					beliefs influence text.
Read and comprehend informational text at the upper end of the 4-5 grade level band.	Reads and comprehends texts below the 4-5 grade level complexity band.	Reads and comprehends informational texts in the lower end of the 4-5 grade level text complexity band (F & P Level V, DRA Level 50, Lexile Band 770-980) with significant supports and guidance; mostly reads texts below the 4-5 grade level band.	Reads and comprehends some informational texts in the upper end of the 4-5 grade level text complexity band (F & P Level V, DRA Level 50, Lexile Band 770-980).	Reads and comprehends informational texts in the upper end of the 4-5 grade level text complexity band (F & P Level V, DRA Level 50, Lexile Band 770-980) independently and proficiently.	Reads and comprehends informational text above the 4-5 grade level text complexity band independently and proficiently.

<i>Foundational Skills:</i>					
Know and apply grade-level phonics and word analysis skills.	Knows and applies grade-level phonics and word-analysis skills with guidance.	Inconsistently evidences the following skills: decodes unfamiliar multisyllabic words; reads with accuracy and fluency to support comprehension; uses context to confirm or self-correct word recognition and understanding, rereading as necessary.	Frequently evidences some of the following skills: decodes unfamiliar multisyllabic words; reads with accuracy and fluency to support comprehension; uses context to confirm or self-correct word recognition and understanding, rereading as necessary.	Most of the time evidences most of the following skills: accurately decodes unfamiliar multisyllabic words; reads with sufficient accuracy and fluency to support comprehension; uses context to confirm or self-correct word recognition and understanding, rereading as necessary.	Consistently evidences the following skills with complex text: accurately decodes unfamiliar multisyllabic words; reads with sufficient accuracy and fluency to support comprehension; uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

<i>Writing:</i>					
Write opinion pieces.	Writes opinion pieces with guidance.	Inconsistently writes opinion pieces; pieces may lack components, logical sequence, or evidence limited reasons or details.	Frequently writes opinion pieces that include most of the following: topic introduction, stated opinion; evidence of organizational	Most of the time writes opinion pieces that include the following: topic introduction, clearly stated opinion; evidence of	In addition to Level 4 performance, consistently writes opinion pieces that exhibit a level of sophistication (syntax, vocabulary, style) that

			structure; reasons that are supported by facts and details.	organizational structure (ideas are logically grouped together to support writer's purpose); logically ordered reasons are supported by facts and details.	exceeds 5 <sup>th</sup> grade expectations.
Write informative and explanatory texts.	Writes informative and explanatory texts with guidance.	Inconsistently writes opinion pieces; pieces may lack components, logical sequence, or evidence limited ideas or details.	Frequently writes informative and explanatory texts that include some of the following: topic introduction; related information grouped together; topic developed with some facts, definitions, concrete details, quotations and examples related to the topic; some ideas linked within and across categories; concluding statement or section that is related to topic.	Most of the time writes informative and explanatory texts that include the following: topic introduction; related information grouped together in a logical fashion; formatting, illustrations and multimedia aid reader comprehension; topic developed with facts, definitions, concrete details, quotations and examples related to the topic; ideas linked within and across categories; concluding statement or section that is related to topic.	In addition to Level 4 performance, consistently writes informative and explanatory pieces that exhibit a level of sophistication (syntax, vocabulary, style) that exceeds 5 <sup>th</sup> grade expectations.
Write narratives.	Writes narratives with guidance.	Inconsistently writes opinion pieces; pieces may lack components, logical sequence, or evidence limited ideas or details.	Frequently writes narratives that include some of the following: introduction of narrator, characters and situation; sequence of events; use of some narrative techniques (i.e., dialogue, description, pacing); use of some transitional words to	Most of the time writes narratives that include the following: introduction of narrator, characters and situation; sequence of events unfolds naturally; use of narrative techniques (i.e., dialogue, description, pacing); use of	In addition to Level 4 performance, consistently writes narrative pieces that exhibit a level of sophistication (syntax, vocabulary, style) that exceeds 5 <sup>th</sup> grade expectations.

			sequence events; conclusion that follows from narrated experiences or events.	transitional words to sequence events; use of precise words and phrases; conclusion that follows from narrated experiences or events.	
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<i>Speaking &amp; Listening:</i>					
Engage effectively in a range of collaborative discussions.	Engages in collaborative discussions with guidance.	Inconsistently prepares for and participates in discussions; preparation may be limited or unrelated to discussion topic; inconsistently follows agreed-upon rules; poses questions and responses that are often unrelated to topic under discussion.	Frequently evidences some of the following skills: prepares for discussions; draws on preparation or known information to explore ideas under discussion; follows agreed-upon rules; poses and responds to specific questions by making comments that contribute to discussion and elaborate on remarks of others; reviews key ideas discussed and draws conclusions.	Most of the time evidences most of the following skills: prepares for discussions; explicitly draws on preparation or known information to explore ideas under discussion; follows agreed-upon rules; poses and responds to specific questions by making comments that contribute to discussion and elaborate on remarks of others; reviews key ideas discussed and draws conclusions.	In addition to Level 4 performance, consistently evidences participation in discussions that exhibit a level of sophistication (vocabulary, idea formation, presentation of information) that exceeds 5 <sup>th</sup> grade expectations.
Summarize information presented.	Summarizes information presented with guidance.	Inconsistently summarizes points a speaker makes; explanations of claims may lack reasons or evidence; responses may be minimal or inaccurate.	Frequently summarizes some points a speaker makes; explains how some claims are supported by reasons or evidence.	Most of the time summarizes the points a speaker makes; explains how each claim is supported by reasons or evidence.	In addition to Level 4 performance, consistently provides summaries that exhibit a level of sophistication (vocabulary, idea formation, presentation of information) that exceeds 5 <sup>th</sup> grade expectations.

Report information in an organized manner.	Reports information with guidance.	Inconsistently reports information; ideas may not be logically sequenced; facts and details may be minimal or irrelevant; presentation may be difficult to follow or understand (audibility, clarity, pace).	Frequently reports information by using some of the following skills: sequencing ideas logically; using appropriate, relevant facts and descriptive details to support main ideas and themes; speaking clearly at an understandable pace.	Most of the time reports information by using most of the following skills: sequencing ideas logically; using appropriate, relevant facts and descriptive details to support main ideas and themes; speaking clearly at an understandable pace.	In addition to Level 4 performance, reports information that expands details and exhibits a level of sophistication (vocabulary, idea formation, presentation of information) that exceeds 5 <sup>th</sup> grade expectations.
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<i>Language:</i>					
Use conventions of standard English grammar and usage.	Demonstrates command of the conventions of standard English grammar and usage with guidance.	Inconsistently evidences use of the conventions of standard grammar and usage; may confuse verb tenses; may not recognize when a verb tense is used inappropriately.	Frequently evidences use of some of the following skills when speaking and writing: forms and uses the perfect verb tense; uses verb tense to convey various times, sequences, states and conditions; recognizes and corrects some inappropriate shifts in verb tense.	Most of the time evidences use of most of the following skills when speaking and writing: forms and uses the perfect verb tense; uses verb tense to convey various times, sequences, states and conditions; recognizes and corrects most inappropriate shifts in verb tense.	Consistently evidences use of the following skills when speaking and writing: forms and uses the perfect verb tense; uses verb tense to convey various times, sequences, states and conditions; recognizes and corrects inappropriate shifts in verb tense.
Use conventions of standard English capitalization, punctuation and spelling.	Demonstrates command of the conventions of standard English capitalization, punctuation and spelling with guidance.	Inconsistently evidences use of standard capitalization, punctuation and spelling; use of punctuation may be inconsistent or inappropriate; spelling may be inconsistent across writing	Frequently evidences use of some of the following skills: uses punctuation to separate items in a series; uses a comma to separate some introductory elements from the rest of the sentence; uses a comma to set off	Most of the time evidences use of most of the following skills when writing: uses punctuation to separate items in a series; uses a comma to separate introductory elements from the rest of the sentence; uses a	Consistently evidences use of the following skills across writing assignments: uses punctuation to separate items in a series; uses a comma to separate introductory elements from the rest of the sentence; uses a

		activities.	some words or questions from the rest of a sentence and to indicate direct address; spells some grade-appropriate words correctly.	comma to set off words or questions from the rest of a sentence and to indicate direct address; spells grade-appropriate words correctly, consulting reference material as needed.	comma to set off words or questions from the rest of a sentence and to indicate direct address; spells grade-appropriate words correctly, consulting reference material as needed.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determines or clarifies the meaning of unknown words or phrases with guidance.	Inconsistently determines meaning of unknown and multiple-meaning words and phrases; may misinterpret or misunderstand context; may lack sufficient understanding of word affixes and roots to use them as clues to the meaning of a word.	Frequently evidences use of some of the following skills: uses context as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; sometimes consults reference materials to find pronunciation and determine or clarify meanings.	Most of the time evidences use of most of the following skills: uses context as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials to find pronunciation and determine or clarify meanings.	Consistently evidences use of the following skills with complex texts: uses context as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials to find pronunciation and determine or clarify meanings.