

## Grading Benchmarks – 5th GRADE

### READING LITERATURE AND INFORMATIONAL TEXT

#### Reads on grade level

Trimester	1	2	3	4
All	Student is still developing reading skills utilizing below grade-level texts	Student is approaching fluency and satisfactory comprehension of grade-level texts	Student reads grade-level texts fluently with satisfactory or excellent comprehension	Student reads above grade-level texts fluently with satisfactory or excellent comprehension

#### Uses a variety of strategies to comprehend, analyze, and critique text

Trimester	1	2	3	4
All	Rarely or never uses strategies to comprehend, analyze, and critique text	Inconsistently uses strategies to comprehend, analyze, and critique text	Consistently uses a variety of strategies to comprehend, analyze, and critique grade-level text	Consistently uses a variety of strategies to comprehend, analyze, and critique above grade-level text

#### Quotes textual evidence when explaining what the text says explicitly and when drawing inferences

Trimester	1	2	3	4
All	Rarely or never quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from texts	Inconsistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from texts	Consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from texts	Consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from above grade-level texts

#### Determines theme or main idea of a text; recounts important details & summarizes text

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> <li>determines an accurate theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic</li> </ul>	<p>Inconsistently</p> <ul style="list-style-type: none"> <li>determines an accurate theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>determines an accurate theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic</li> <li>determines two or more</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>determines an accurate theme of a story, drama, or poem from details in above grade-level text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a</li> </ul>

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	<ul style="list-style-type: none"> <li>• determines two or more accurate main ideas of a text nor explains how they are supported by key details</li> <li>• Summarizes a text accurately</li> </ul>	<ul style="list-style-type: none"> <li>• determines two or more accurate main ideas of a text and explains how they are supported by key details</li> <li>• summarizes a text</li> </ul>	<p>accurate main ideas of a text and explains how they are supported by key details</p> <ul style="list-style-type: none"> <li>• Summarizes a text</li> </ul>	<p>topic</p> <ul style="list-style-type: none"> <li>• determines two or more accurate main ideas of an above grade-level text and explains how they are supported by key details</li> <li>• summarizes above grade-level texts</li> </ul>
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### Analyzes point-of-view, characters, settings and events & explains how each impacts the story

Trimester	1	2	3	4
<b>All</b>	Rarely or never analyzes the point-of-view, a character, setting or event in a story using specific details in a text accurately	Inconsistently analyzes the point-of-view, a character, setting, or event in a story using specific details in a text to support an inference	Consistently analyzes, in depth, the point-of-view, a character, setting, or event in a story using specific details in a text to support an inference	Consistently analyzes, in depth, the point-of-view, a character, setting, or event in a story using specific details in an above grade-level text to support an inference

### Determines meanings of words/phrases as they are used in a text

Trimester	1	2	3	4
<b>All</b>	<p>Rarely or never</p> <ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies</li> <li>• Demonstrates understanding of figurative language, word relationships and nuances in word meanings</li> </ul>	<p>Inconsistently</p> <ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies</li> <li>• Demonstrates understanding of figurative language, word relationships and nuances in word meanings</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies</li> <li>• Demonstrates understanding of figurative language, word relationships and nuances in word meanings</li> </ul>	<p>Consistently</p> <ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above grade-level texts and content, choosing flexibly from a range of strategies</li> <li>• Demonstrates a sophisticated understanding of figurative language, word relationships and nuances in word meanings</li> </ul>

## Grading Benchmarks – 5th GRADE

### FOUNDATIONAL SKILLS: PHONICS, SIGHT WORDS AND FLUENCY

#### Knows and applies grade-level phonics & word analysis skills in decoding words

Trimester	1	2	3	4
All	Rarely or never uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode unfamiliar multisyllabic words	Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode unfamiliar multisyllabic words some of the time	Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode unfamiliar multisyllabic words most of the time	Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode unfamiliar multisyllabic words all of the time

#### Reads grade-level text with sufficient fluency (accuracy, expression, and pacing) to support comprehension

Trimester	1	2	3	4
All	Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate	Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time	Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns	Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns

# Grading Benchmarks – 5th GRADE

## WRITING AND LANGUAGE

Utilizes appropriate content and purpose for genre

Trimester	1	2	3	4
<b>All</b>	<p><i>All Genres</i></p> <ul style="list-style-type: none"> <li>• Responds to some or no parts of the task</li> </ul> <p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Uses little to no description of actions, thoughts, or feelings to describe experiences /events</li> <li>• Does not use dialogue to support plot</li> <li>• Fails to use concrete words or sensory details</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> <li>• Demonstrates little to no understanding of topic/text(s)</li> <li>• Does not use relevant or sufficient text support from the resources with accuracy</li> <li>• Uses few to no credible sources</li> <li>• Does not support opinion with facts, details, and/or reasons</li> </ul> <p style="text-align: center;"><u>or</u></p>	<p><i>All Genres</i></p> <ul style="list-style-type: none"> <li>• Responds to most parts of the task</li> </ul> <p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events</li> <li>• Uses dialogue to support plot</li> <li>• Attempts to use concrete words and sensory details to describe experiences and events</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of topic/text(s)</li> <li>• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</li> <li>• Uses mostly credible sources</li> <li>• Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</li> </ul> <p style="text-align: center;"><u>or</u></p>	<p><i>All Genres</i></p> <ul style="list-style-type: none"> <li>• Responds to all parts of the task</li> </ul> <p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Uses pacing and descriptions of actions, thoughts, and feelings to develop experiences and events</li> <li>• Uses dialogue to show the response of characters to situations</li> <li>• Uses concrete words and phrases, and sensory details to convey experiences and events precisely</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of topic/text(s)</li> <li>• Uses relevant and sufficient text support from the resources with accuracy</li> <li>• Uses credible sources</li> <li>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</li> </ul> <p style="text-align: center;"><u>or</u></p>	<p><i>All Genres</i></p> <ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the task</li> </ul> <p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events</li> <li>• Uses vivid dialogue to show the response of characters to situations</li> <li>• Uses concrete words and sensory details to make experiences and events come to life</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of topic/text(s)</li> <li>• Skillfully uses relevant and substantial text support from the resources with accuracy</li> <li>• Uses credible and varied sources</li> <li>• Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</li> </ul> <p style="text-align: center;"><u>or</u></p>

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	<p><i>Opinion</i></p> <ul style="list-style-type: none"><li>• Demonstrates little to no understanding of topic</li><li>• Does not support opinion with evidence and/or evidence is irrelevant or inaccurate</li><li>• Provides no or inaccurate explanation/analysis of how evidence supports opinion</li></ul>	<p><i>Opinion</i></p> <ul style="list-style-type: none"><li>• States an opinion that demonstrates limited understanding of topic</li><li>• Supports opinion with limited and/or superficial evidence</li><li>• Provides some explanation/analysis of how evidence supports opinion</li></ul>	<p><i>Opinion</i></p> <ul style="list-style-type: none"><li>• States an opinion that demonstrates an understanding of topic</li><li>• Supports opinion with sufficient and relevant evidence</li><li>• Provides clear explanation/analysis of how evidence supports opinion</li></ul>	<p><i>Opinion</i></p> <ul style="list-style-type: none"><li>• States an opinion/argument/claim that demonstrates an insightful understanding of topic</li><li>• Supports opinion skillfully with substantial and relevant evidence</li><li>• Provides insightful explanation/analysis of how evidence supports opinion</li></ul>
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## Grading Benchmarks – 5th GRADE

**Engages reader with an interesting opening, logical sequence & appropriate conclusion**

Trimester	1	2	3	4
<b>All</b>	<p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way</li> <li>• Does not sequence narrative in a logical order</li> <li>• Uses few or no transitional words, phrases, or clauses to manage the sequence of events.</li> <li>• Conclusion is not attempted or discernible</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Does not group related information together</li> <li>• Uses no linking words</li> </ul>	<p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator</li> <li>• Organizes some sequencing but might confuse the reader</li> <li>• Uses some transitional words, phrases or clauses to manage the sequence of events.</li> <li>• Attempts a conclusion that may or may not follow the narrated experience or events</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</li> <li>• Attempts to use some simplistic linking words to connect ideas</li> </ul>	<p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator</li> <li>• Organizes a clear event sequence that unfolds naturally</li> <li>• Uses a variety of transitional words, phrases, and clauses to manage the sequence of events</li> <li>• Provides a conclusion that follows from the narrated experience or events</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Groups related information into paragraphs or sections, including formatting (e.g., headings)</li> <li>• Uses linking words and phrases appropriately to connect ideas within and across categories of information</li> </ul>	<p><i>Narrative</i></p> <ul style="list-style-type: none"> <li>• Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator</li> <li>• Coherently organizes a clear event sequence that unfolds naturally</li> <li>• Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events</li> <li>• Provides a conclusion that clearly follows from the narrated experience or events</li> </ul> <p style="text-align: center;"><u>or</u></p> <p><i>Informational</i></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>• Logically groups related information into paragraphs or sections, including formatting</li> <li>• Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts</li> </ul>

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	<p><u>or</u></p> <p><i>Opinion</i></p> <ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Uses no linking words, phrases, or clauses</li> </ul>	<p><u>or</u></p> <p><i>Opinion</i></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Uses some linking words, phrases, or clauses to connect reasons to opinion but not effectively</li> </ul>	<p><u>or</u></p> <p><i>Opinion</i></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Uses linking words, phrases, and clauses appropriately to connect reasons to opinion</li> </ul>	<p><u>or</u></p> <p><i>Opinion</i></p> <ul style="list-style-type: none"> <li>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>• Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to opinion/argument/ claim</li> </ul>
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### Uses appropriate language conventions (sentence structure, grammar, usage, punctuation, capitalization & spelling)

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> <li>• Does not demonstrate sentence mastery</li> <li>• Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</li> <li>• Utilizes incorrect and/or simplistic word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Demonstrates some grade level appropriate conventions, but errors obscure meaning</li> <li>• Utilizes vague or basic word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</li> <li>• Utilizes strong and grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions to enhance meaning</li> <li>• Utilizes precise and sophisticated word choice</li> </ul>

## Grading Benchmarks – 5th GRADE

### Acquires & uses grade-level appropriate vocabulary including figurative language

Trimester	1	2	3	4
<b>All</b>	<p><b>Rarely or never</b></p> <ul style="list-style-type: none"> <li>Acquires or accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas</li> </ul>	<p><b>Some of the time</b></p> <ul style="list-style-type: none"> <li>Acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas</li> </ul>	<p><b>Most of the time</b></p> <ul style="list-style-type: none"> <li>Acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas</li> </ul>	<p><b>All of the time</b></p> <ul style="list-style-type: none"> <li>Acquires and accurately uses grade-level general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</li> <li>Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas</li> </ul>



## Grading Benchmarks – 5th GRADE

### SPEAKING & LISTENING

#### Engages in collaborative discussions

Trimester	1	2	3	4
<b>All</b>	<p><b>Rarely or never</b></p> <ul style="list-style-type: none"> <li>• comes to discussions prepared, having read or studied required material</li> <li>• follows agreed-upon rules for discussions and carries out assigned roles</li> <li>• poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• reviews the key ideas expressed and explain own ideas and understanding in light of the discussion</li> </ul>	<p><b>Inconsistently</b></p> <ul style="list-style-type: none"> <li>• comes to discussions prepared, having read or studied required material</li> <li>• follows agreed-upon rules for discussions and carries out assigned roles</li> <li>• poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• reviews the key ideas expressed and explain own ideas and understanding in light of the discussion</li> </ul>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>• comes to discussions prepared, having read or studied required material</li> <li>• follows agreed-upon rules for discussions and carries out assigned roles</li> <li>• poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• reviews the key ideas expressed and explain own ideas and understanding in light of the discussion</li> </ul>	<p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>• comes to discussions prepared, having read or studied required material</li> <li>• explicitly draws on prepared material or other information known about the topic to explore the ideas under discussion</li> <li>• follows agreed-upon rules for discussions and carries out assigned roles</li> <li>• poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others</li> <li>• reviews the key ideas expressed and explain own ideas and understanding in light of the discussion</li> <li>• summarizes a written text read aloud or the points a speaker makes</li> </ul>