# Grading Benchmarks – 5th GRADE

## READING LITERATURE AND INFORMATIONAL TEXT

### Reads on grade level

<table>
<thead>
<tr>
<th>Trimester</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>Student is still developing reading skills utilizing below grade-level texts</td>
<td>Student is approaching fluency and satisfactory comprehension of grade-level texts</td>
<td>Student reads grade-level texts fluently with satisfactory or excellent comprehension</td>
<td>Student reads above grade-level texts fluently with satisfactory or excellent comprehension</td>
</tr>
</tbody>
</table>

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

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<thead>
<tr>
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<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>Rarely or never uses strategies to comprehend, analyze, and critique text</td>
<td>Inconsistently uses strategies to comprehend, analyze, and critique text</td>
<td>Consistently uses a variety of strategies to comprehend, analyze, and critique grade-level text</td>
<td>Consistently uses a variety of strategies to comprehend, analyze, and critique above grade-level text</td>
</tr>
</tbody>
</table>

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

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<tr>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>Rarely or never quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from texts</td>
<td>Inconsistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from texts</td>
<td>Consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from texts</td>
<td>Consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from above grade-level texts</td>
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</table>

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

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>Rarely or never • 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</td>
<td>Inconsistently • 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</td>
<td>Consistently • 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 • determines two or more</td>
<td>Consistently • 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</td>
</tr>
</tbody>
</table>
### Grading Benchmarks – 5th GRADE

<table>
<thead>
<tr>
<th></th>
<th><strong>Determines two or more accurate main ideas of a text nor explains how they are supported by key details</strong></th>
<th><strong>Determines two or more accurate main ideas of a text and explains how they are supported by key details</strong></th>
<th><strong>Accurate main ideas of a text and explains how they are supported by key details</strong></th>
<th><strong>Topic determines two or more accurate main ideas of an above grade-level text and explains how they are supported by key details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• determines two or more accurate main ideas of a text nor explains how they are supported by key details</td>
<td>• determines two or more accurate main ideas of a text and explains how they are supported by key details</td>
<td>accurate main ideas of a text and explains how they are supported by key details</td>
<td>• determines two or more accurate main ideas of an above grade-level text and explains how they are supported by key details</td>
</tr>
<tr>
<td></td>
<td>• Summarizes a text accurately</td>
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<td></td>
<td>• Summarizes a text</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>• summarizes above grade-level texts</td>
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### Analyzes point-of-view, characters, settings and events & explains how each impacts the story

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<tbody>
<tr>
<td>All</td>
<td>Rarely or never analyzes the point-of-view, a character, setting or event in a story using specific details in a text accurately</td>
<td>Inconsistently analyzes the point-of-view, a character, setting, or event in a story using specific details in a text to support an inference</td>
<td>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</td>
<td>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</td>
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### Determines meanings of words/phrases as they are used in a text

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<tbody>
<tr>
<td>All</td>
<td>Rarely or never</td>
<td>Inconsistently</td>
<td>Consistently</td>
<td>Consistently</td>
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<tr>
<td></td>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates understanding of figurative language, word relationships and nuances in word meanings</td>
<td>• Demonstrates understanding of figurative language, word relationships and nuances in word meanings</td>
<td>• Demonstrates understanding of figurative language, word relationships and nuances in word meanings</td>
<td>• Demonstrates a sophisticated understanding of figurative language, word relationships and nuances in word meanings</td>
</tr>
</tbody>
</table>
**Grading Benchmarks – 5th GRADE**

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

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

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</thead>
<tbody>
<tr>
<td>All</td>
<td>Rarely or never uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode unfamiliar multisyllabic words</td>
<td>Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode unfamiliar multisyllabic words some of the time</td>
<td>Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode unfamiliar multisyllabic words most of the time</td>
<td>Uses knowledge of letter-sound correspondences, syllabication, and morphology (e.g. roots and affixes) to decode unfamiliar multisyllabic words all of the time</td>
</tr>
</tbody>
</table>

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

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</thead>
<tbody>
<tr>
<td>All</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
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</tbody>
</table>
## Grading Benchmarks – 5th GRADE

### WRITING AND LANGUAGE

**Utilizes appropriate content and purpose for genre**

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</thead>
<tbody>
<tr>
<td>All Genres</td>
<td>• Responds to some or no parts of the task</td>
<td>• Responds to most parts of the task</td>
<td>• Responds to all parts of the task</td>
<td>• Responds skillfully to all parts of the task</td>
</tr>
<tr>
<td>Narrative</td>
<td>• Uses little to no description of actions, thoughts, or feelings to describe experiences /events</td>
<td>• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events</td>
<td>• Uses pacing and descriptions of actions, thoughts, and feelings to develop experiences and events</td>
<td>• Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events</td>
</tr>
<tr>
<td></td>
<td>• Does not use dialogue to support plot</td>
<td>• Uses dialogue to support plot</td>
<td>• Uses dialogue to show the response of characters to situations</td>
<td>• Uses vivid dialogue to show the response of characters to situations</td>
</tr>
<tr>
<td></td>
<td>• Fails to use concrete words or sensory details</td>
<td>• Attempts to use concrete words and sensory details to describe experiences and events</td>
<td>• Uses concrete words and phrases, and sensory details to convey experiences and events precisely</td>
<td>• Uses concrete words and sensory details to make experiences and events come to life</td>
</tr>
<tr>
<td>Informational</td>
<td>• Demonstrates little to no understanding of topic/text(s)</td>
<td>• Demonstrates a limited understanding of topic/text(s)</td>
<td>• Demonstrates an understanding of topic/text(s)</td>
<td>• Demonstrates a sophisticated understanding of topic/text(s)</td>
</tr>
<tr>
<td></td>
<td>• Does not use relevant or sufficient text support from the resources with accuracy</td>
<td>• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</td>
<td>• Uses relevant and sufficient text support from the resources with accuracy</td>
<td>• Skillfully uses relevant and substantial text support from the resources with accuracy</td>
</tr>
<tr>
<td></td>
<td>• Uses few to no credible sources</td>
<td>• Uses mostly credible sources</td>
<td>• Uses credible sources</td>
<td>• Uses credible sources</td>
</tr>
<tr>
<td></td>
<td>• Does not support opinion with facts, details, and/or reasons</td>
<td>• Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</td>
<td>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</td>
<td>• Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</td>
</tr>
<tr>
<td>Opinion</td>
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<td>Opinion</td>
<td>Opinion</td>
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</table>
| - Demonstrates little to no understanding of topic  
- Does not support opinion with evidence and/or evidence is irrelevant or inaccurate  
- Provides no or inaccurate explanation/analysis of how evidence supports opinion | - States an opinion that demonstrates limited understanding of topic  
- Supports opinion with limited and/or superficial evidence  
- Provides some explanation/analysis of how evidence supports opinion | - States an opinion that demonstrates an understanding of topic  
- Supports opinion with sufficient and relevant evidence  
- Provides clear explanation/analysis of how evidence supports opinion | - States an opinion/argument/claim that demonstrates an insightful understanding of topic  
- Supports opinion skillfully with substantial and relevant evidence  
- Provides insightful explanation/analysis of how evidence supports opinion |
### Grading Benchmarks – 5th GRADE

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

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Narrative</strong></td>
<td>• Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way</td>
<td>• Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator</td>
<td>• Orient the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator</td>
<td>• Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator</td>
</tr>
<tr>
<td>All or <strong>Informational</strong></td>
<td>• Does not sequence narrative in a logical order</td>
<td>• Organizes some sequencing but might confuse the reader</td>
<td>• Coherently organizes a clear event sequence that unfolds naturally</td>
<td>• Coherently organizes a clear event sequence that unfolds naturally</td>
</tr>
<tr>
<td></td>
<td>• Uses few or no transitional words, phrases, or clauses to manage the sequence of events.</td>
<td>• Uses some transitional words, phrases or clauses to manage the sequence of events.</td>
<td>• Uses a variety of transitional words, phrases, and clauses to manage the sequence of events</td>
<td>• Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events</td>
</tr>
<tr>
<td></td>
<td>• Conclusion is not attempted or discernible</td>
<td>• Attempts a conclusion that may or may not follow the narrated experience or events</td>
<td>• Provides a conclusion that follows from the narrated experience or events</td>
<td>• Provides a conclusion that clearly follows from the narrated experience or events</td>
</tr>
<tr>
<td></td>
<td>or <strong>Informational</strong></td>
<td>or <strong>Informational</strong></td>
<td>or <strong>Informational</strong></td>
<td>or <strong>Informational</strong></td>
</tr>
<tr>
<td></td>
<td>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</td>
<td>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</td>
<td>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</td>
<td>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</td>
</tr>
<tr>
<td></td>
<td>• Does not group related information together</td>
<td>• Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</td>
<td>• Groups related information into paragraphs or sections, including formatting (e.g., headings)</td>
<td>• Logically groups related information into paragraphs or sections, including formatting</td>
</tr>
<tr>
<td></td>
<td>• Uses no linking words</td>
<td>• Attempts to use some simplistic linking words to connect ideas</td>
<td>• Uses linking words and phrases appropriately to connect ideas within and across categories of information</td>
<td>• Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts</td>
</tr>
<tr>
<td>Opinion</td>
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<tr>
<td>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</td>
<td>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</td>
<td>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</td>
<td>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</td>
<td></td>
</tr>
<tr>
<td>• Uses no linking words, phrases, or clauses</td>
<td>• Uses some linking words, phrases, or clauses to connect reasons to opinion but not effectively</td>
<td>• Uses linking words, phrases, and clauses appropriately to connect reasons to opinion</td>
<td>• Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to opinion/argument/claim</td>
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</tbody>
</table>

**Uses appropriate language conventions (sentence structure, grammar, usage, punctuation, capitalization & spelling)**

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<tbody>
<tr>
<td>All</td>
<td>• Does not demonstrate sentence mastery</td>
<td>• Uses some repetitive yet correct sentence structure</td>
<td>• Uses correct and varied sentence structures</td>
<td>• Uses purposeful and varied sentence structures</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</td>
<td>• Demonstrates some grade level appropriate conventions, but errors obscure meaning</td>
<td>• Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</td>
<td>• Demonstrates creativity and flexibility when using conventions to enhance meaning</td>
</tr>
<tr>
<td></td>
<td>• Utilizes incorrect and/or simplistic word choice</td>
<td>• Utilizes vague or basic word choice</td>
<td>• Utilizes strong and grade-level appropriate word choice</td>
<td>• Utilizes precise and sophisticated word choice</td>
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</table>
## Grading Benchmarks – 5th GRADE

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

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</thead>
<tbody>
<tr>
<td>All</td>
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</tr>
<tr>
<td>Rarely or never</td>
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<tr>
<td>- 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</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas</td>
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</tr>
<tr>
<td>Some of the time</td>
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<td></td>
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<tr>
<td>- 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</td>
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<td></td>
<td></td>
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<tr>
<td>- Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas</td>
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<tr>
<td>Most of the time</td>
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<tr>
<td>- 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</td>
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<tr>
<td>All of the time</td>
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<td></td>
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<td></td>
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<tr>
<td>- 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</td>
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## Grading Benchmarks – 5th GRADE

### SPEAKING & LISTENING

Engages in collaborative discussions

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<tr>
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<th>2</th>
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</thead>
</table>
| All       | Rarely or never  
- comes to discussions prepared, having read or studied required material  
- follows agreed-upon rules for discussions and carries out assigned roles  
- poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others  
- reviews the key ideas expressed and explain own ideas and understanding in light of the discussion | Inconsistently  
- comes to discussions prepared, having read or studied required material  
- follows agreed-upon rules for discussions and carries out assigned roles  
- poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others  
- reviews the key ideas expressed and explain own ideas and understanding in light of the discussion | Consistently  
- comes to discussions prepared, having read or studied required material  
- follows agreed-upon rules for discussions and carries out assigned roles  
- poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others  
- reviews the key ideas expressed and explain own ideas and understanding in light of the discussion  
- summarizes a written text read aloud or the points a speaker makes | Consistently  
- comes to discussions prepared, having read or studied required material  
- explicitly draws on prepared material or other information known about the topic to explore the ideas under discussion  
- follows agreed-upon rules for discussions and carries out assigned roles  
- poses and responds to specific questions, and make comments that contribute to the discussion and link to the remarks of others  
- reviews the key ideas expressed and explain own ideas and understanding in light of the discussion  
- summarizes a written text read aloud or the points a speaker makes |