

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"> 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 	<p>Inconsistently</p> <ul style="list-style-type: none"> 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 	<p>Consistently</p> <ul style="list-style-type: none"> 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 	<p>Consistently</p> <ul style="list-style-type: none"> 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

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

Trimester	1	2	3	4
All	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
All	<p>Rarely or never</p> <ul style="list-style-type: none"> 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 Demonstrates understanding of figurative language, word relationships and nuances in word meanings 	<p>Inconsistently</p> <ul style="list-style-type: none"> 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 Demonstrates understanding of figurative language, word relationships and nuances in word meanings 	<p>Consistently</p> <ul style="list-style-type: none"> 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 Demonstrates understanding of figurative language, word relationships and nuances in word meanings 	<p>Consistently</p> <ul style="list-style-type: none"> 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 Demonstrates a sophisticated understanding of figurative language, word relationships and nuances in word meanings

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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 an 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

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WRITING AND LANGUAGE

Utilizes appropriate content and purpose for genre

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

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	<p><i>Opinion</i></p> <ul style="list-style-type: none">• 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	<p><i>Opinion</i></p> <ul style="list-style-type: none">• 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	<p><i>Opinion</i></p> <ul style="list-style-type: none">• 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	<p><i>Opinion</i></p> <ul style="list-style-type: none">• 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
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Engages reader with an interesting opening, logical sequence & appropriate conclusion

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

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	<p><u>or</u></p> <p><i>Opinion</i></p> <ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Uses no linking words, phrases, or clauses 	<p><u>or</u></p> <p><i>Opinion</i></p> <ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Uses some linking words, phrases, or clauses to connect reasons to opinion but not effectively 	<p><u>or</u></p> <p><i>Opinion</i></p> <ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Uses linking words, phrases, and clauses appropriately to connect reasons to opinion 	<p><u>or</u></p> <p><i>Opinion</i></p> <ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to opinion/argument/ claim
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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"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions to enhance meaning • Utilizes precise and sophisticated word choice

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Acquires & uses grade-level appropriate vocabulary including figurative language

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> 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 Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas 	<p>Some of the time</p> <ul style="list-style-type: none"> 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 Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas 	<p>Most of the time</p> <ul style="list-style-type: none"> 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 Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas 	<p>All of the time</p> <ul style="list-style-type: none"> 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 Uses knowledge of figurative language, word relationships, and nuances in word meanings to convey specific ideas

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SPEAKING & LISTENING

Engages in collaborative discussions

Trimester	1	2	3	4
All	<p>Rarely or never</p> <ul style="list-style-type: none"> • 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 	<p>Inconsistently</p> <ul style="list-style-type: none"> • 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 	<p>Consistently</p> <ul style="list-style-type: none"> • 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 	<p>Consistently</p> <ul style="list-style-type: none"> • 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