

# 5th Grade Reading

## Foundational Reading Skills

| Trimester  | Standard   | Proficiency Indicators   |   |   |  |
|--|--|--|---|---|--|
|  |  | 1<br>Below Grade Level Expectations  | 2<br>Approaching Grade Level Expectations   | 3<br>Meets Grade Level Expectations   | 4<br>Exceeds Grade Level Expectations  |
| 1, 2, 3<br>(Based on end of trimester independent reading level) | <b>Reads with fluency and accuracy RF.5.4</b>                                | <b>The student is seldom able to</b> read with sufficient fluency and accuracy.  | <b>The student is sometimes able to</b> read with sufficient fluency and accuracy.  | <b>The student usually</b> reads with sufficient fluency and accuracy.  | <b>The student is consistently beginning to</b> read with above grade-level fluency and accuracy.  |
| 1, 2, 3<br>(Based on end of trimester independent reading level) | <b>Knows and applies grade-level phonics and word analysis skills RF.5.3</b> | <b>The student seldom</b> knows and applies grade-level phonics and word analysis skills in decoding and encoding words. | <b>The student sometimes</b> knows and applies grade-level phonics and word analysis skills in decoding and encoding words. | <b>The student usually</b> knows and applies grade-level phonics and word analysis skills in decoding and encoding words. | <b>The student is consistently beginning to</b> apply above grade-level phonics and word analysis skills in decoding and encoding words. |

## Literature

| Trimester | Standard  | Proficiency Indicators  |  |   |  |
|-----------|---|---|--|---|--|
|           |   | 1<br>Below Grade Level Expectations   | 2<br>Approaching Grade Level Expectations  | 3<br>Meets Grade Level Expectations   | 4<br>Exceeds Grade Level Expectations  |
| 1, 2, 3   | <b>Quotes accurately from a text to support the explanation of literal and inferential understanding RL 5.1</b> | <b>The student is seldom able to:</b> <ul style="list-style-type: none"> <li>quote accurately from a text.</li> <li>make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> | <b>The student is sometimes able to:</b> <ul style="list-style-type: none"> <li>quote accurately from a text.</li> <li>make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> | <b>The student usually:</b> <ul style="list-style-type: none"> <li>quotes accurately from a text.</li> <li>makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> | <b>The student is consistently beginning to exceed grade-level expectations</b> in citing textual evidence and make relevant connections to support analysis of what the text says explicitly and when drawing inferences from the text. |
| 1, 3      | <b>Determine key details in a text</b>  | <b>The student is seldom able to</b> determine the key  | <b>The student is sometimes able to</b> determine the key  | <b>The student usually</b> determines the key details   | <b>The student is consistently beginning to</b>  |

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|         | to identify theme, and to summarize a variety of texts (such as prose, poetry, and/or drama)<br>RL 5.2       | details in a story, drama or poem to identify the theme and to summarize the text.  | details in a story, drama or poem to identify the theme and to summarize the text.   | in a story, drama or poem to identify the theme and to summarize the text.   | <b>exceed grade-level expectations in:</b> <ul style="list-style-type: none"> <li>determining the theme or central idea of a text and how it is conveyed through particular details.</li> <li>providing a summary of a given text, distinct from personal opinions or judgements.</li> </ul>  |
| 1, 2, 3 | Compares and contrasts story elements drawing on specific details in the text<br>RL.5.3                      | <b>The student seldom</b> compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text.      | <b>The student sometimes</b> compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text.      | <b>The student usually</b> compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text.      | <b>The student is consistently beginning to exceed grade-level expectations</b> in describing how characters respond or change over time as the plot unfolds towards a resolution.  |
| 1, 2, 3 | Determine the meaning of words and phrases as they are used in a text<br>RL5.4                               | <b>The student seldom</b> determines the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes. | <b>The student sometimes</b> determines the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes. | <b>The student usually</b> determines the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes. | <b>The student is consistently beginning to exceed grade-level expectations in:</b> <ul style="list-style-type: none"> <li>determining the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.</li> <li>analyzing how word choices have an impact on meaning or tone.</li> </ul> |
| 1, 2, 3 | Describes how the point of view of a narrator or character influences how the events are described<br>RL 5.6 | <b>The student seldom</b> describes how the narrator's or speaker's point of view influences how events are described.  | <b>The student sometimes</b> describes how the narrator's or speaker's point of view influences how events are described.  | <b>The student usually</b> describes how the narrator's or speaker's point of view influences how events are described.  | <b>The student is consistently beginning to exceed grade-level expectations in</b> explaining how an author develops the point of view of the narrator or speaker in a text.  |

# Informational

| Trimester | Standard  | Proficiency Indicators  |  |   |  |
|-----------|---|---|--|---|--|
|           |   | 1<br>Below Grade Level Expectations   | 2<br>Approaching Grade Level Expectations  | 3<br>Meets Grade Level Expectations   | 4<br>Exceeds Grade Level Expectations  |
| 2, 3      | Quotes accurately from a text to support the explanation of literal and inferential understanding<br>RI 5.1     | <b>The student is seldom able to:</b> <ul style="list-style-type: none"> <li>quote accurately from a text and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ul> | <b>The student is sometimes able to:</b> <ul style="list-style-type: none"> <li>quote accurately from a text and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ul> | <b>The student usually:</b> <ul style="list-style-type: none"> <li>quotes accurately from a text and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ul> | <b>The student is consistently beginning to exceed grade-level expectations in:</b> <ul style="list-style-type: none"> <li>citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text .</li> <li>analyzing, in detail, how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul> |
| 2, 3      | Determine two or more main ideas in a text along with supporting details<br>RI 5.2                              | <b>The student is seldom able to:</b> <ul style="list-style-type: none"> <li>determine two or more main ideas of a text and explain how they are supported by key details.</li> <li>summarize a text.</li> </ul>  | <b>The student is sometimes able to:</b> <ul style="list-style-type: none"> <li>determine two or more main ideas of a text and explain how they are supported by key details.</li> <li>summarize a text.</li> </ul>  | <b>The student usually:</b> <ul style="list-style-type: none"> <li>determines two or more main ideas of a text and explain how they are supported by key details.</li> <li>summarizes a text.</li> </ul>  | <b>The student is consistently beginning to exceed grade-level expectations in:</b> <ul style="list-style-type: none"> <li>determining a central idea of a text and how it is conveyed through particular details.</li> <li>providing a summary of a text.</li> </ul>  |
| 2         | Describes the overall structure of information or ideas in a text or part of a text<br>RI.5.4, RI.5.5<br>RI.5.6 | <b>The student is seldom able to:</b> <ul style="list-style-type: none"> <li>determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</li> <li>compare and contrast the</li> </ul>  | <b>The student is sometimes able to:</b> <ul style="list-style-type: none"> <li>determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</li> <li>compare and contrast the</li> </ul>  | <b>The student usually:</b> <ul style="list-style-type: none"> <li>determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</li> <li>compares and contrasts the overall structure of</li> </ul>  | <b>The student is consistently beginning to exceed grade-level expectations in:</b> <ul style="list-style-type: none"> <li>determining the meaning of words and phrases as they are used in a text, including figurative,</li> </ul>   |

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|      |   | <p>overall structure of events, ideas, concepts, or information in two or more texts.</p> <ul style="list-style-type: none"> <li>analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul>   | <p>overall structure of events, ideas, concepts, or information in two or more texts.</p> <ul style="list-style-type: none"> <li>analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul>  | <p>events, ideas, concepts, or information in two or more texts.</p> <ul style="list-style-type: none"> <li>analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul>   | <p>connotative, and technical meanings.</p> <ul style="list-style-type: none"> <li>analyzing how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>determining an author's point of view or purpose in a text and explaining how it is conveyed.</li> </ul>   |
| 2, 3 | <p><b>Integrates information from multiple sources on the same topic</b><br/> <b>RI.5.7, RI.5.8, RI.5.9</b></p> | <p><b>The student is seldom able to:</b></p> <ul style="list-style-type: none"> <li>draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>integrate and reflect on information from several texts on the same topic in order to write or speak about the subject.</li> </ul> | <p><b>The student is sometimes able to:</b></p> <ul style="list-style-type: none"> <li>draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>integrate and reflect on information from several texts on the same topic in order to write or speak about the subject.</li> </ul> | <p><b>The student usually:</b></p> <ul style="list-style-type: none"> <li>draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>integrates and reflects on information from several texts on the same topic in order to write or speak about the subject.</li> </ul> | <p><b>The student is consistently beginning to exceed grade-level expectations in:</b></p> <ul style="list-style-type: none"> <li>integrating information presented in different media or formats, as well as in words, to develop a coherent understanding of a topic or issue.</li> <li>tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> <li>comparing, contrasting, and reflecting on one author's presentation of events with that of another.</li> </ul> |
| 2, 3 | <p><b>Describes how different points of view influence how events are described</b><br/> <b>RI.5.6</b></p>      | <p><b>The student is seldom able to</b> describe how the narrator's or speaker's point of view influences how events are described.</p>  | <p><b>The student is sometimes able to</b> describe how the narrator's or speaker's point of view influences how events are described.</p>  | <p><b>The student usually</b> describes how the narrator's or speaker's point of view influences how events are described.</p>   | <p><b>The student is consistently beginning to exceed grade-level expectations in</b> explaining how an author develops the point of view of the narrator or speaker in a text.</p>   |