

Achievement Level Descriptors (ALDs)

English Language Arts

Grades 3-5

# Achievement Level Descriptors (ALDs)English Language ArtsGrades 3- 5

The achievement level descriptors describe what a typical student scoring at each achievement level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular achievement level on a particular test in order to score at that level.

## Achievement Level Definitions

**Needs Support** - Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content.

**Approaching Proficient** - Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content.

**Proficient** - Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.

**Advanced** - Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content.

## Grade 3

### Reading Literature

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| RL.3.1 | Identify a detail stated explicitly in a text. | Answer a question about two or more details stated explicitly in a text.Make predictions about a text. | Ask and answer questions to demonstrate understanding of a text referring explicitly to details from the text as a basis for support. Make a basic inference about a text that is supported by relevant details. | Ask and answer complex questions to indicate a thorough understanding of a text (e.g., making inferences and predictions), referring to specific and relevant details as the basis for support. |
| RL.3.2 | Identify a broad topic of a text related to culture.Identify two details from the text and whether one comes before or after another.Identify the author's general purpose for writing a text. | Identify a message, lesson, or moral that is explicitly stated in a text.Identify and sequence a few details from the text that relate to the message, lesson, or moral.Identify the author's general purpose, lesson or moral in a text. | Determine the author's purpose, central message, lesson, or moral that is conveyed through key details in the text in one or more texts from diverse cultures.Summarize the main details in a text in correct sequence. | Explain how the author's purpose, central message, lesson, or moral is conveyed by referencing implicit details in one or more texts from diverse cultures.Summarize relevant details of a story in the correct sequence.  |
| RL.3.3 | Identify explicit details about a character.Identify an event in a text in which the character appears. | Describe one or more characters in a story using explicit details from the text.Identify a connection between a character and certain events in a text. | Describe characters in a text (e.g., their traits, motivations, or feelings).Explain how characters' actions contribute to the sequence of events in a text. | Provide detailed descriptions of complex characters in a text. |
| RL.3.4 | *Refer to Reading Vocabulary L.3.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.3.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.3.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.3.4 for RALDs related to determining the meaning of words and phrases in a text.* |
| RL.3.5 | Identify one or more events or episodes in the text. | Identify how an event or episode in the text is connected to another section, event, or episode. | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza. | Analyze and incorporate specific parts of stories, dramas, and poems when writing or speaking about a text.Describe, using specific and relevant details, how an event or episode in the text builds explicitly or implicitly on an earlier section, event, or episode. |
| RL.3.6 | Identify their own point of view about a character or event in the text. | Identify one opinion held by the narrator or a character in a text. | Identify the difference between the student's own point of view and that of the narrator or those of the characters. | Using specific and relevant examples, analyze differences between the student's own point of view and that of the narrator or those of the characters; identify distinct points of view for major characters in the text. |
| RL.3.7 | Describe the illustrations in a text. | Identify a simple connection between the illustrations and the words in a story. | Explain how aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | Analyze, using specific and relevant details, the subtle ways that a text’s illustrations contribute to what is conveyed by the words in a story. |
| RL.3.8 | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* |
| RL.3.9 | Identify a similarity or difference in the settings or plots of texts written by the same author about the same or similar characters (e.g., in books from a series). | Identify similarities and/or differences between simple themes, settings, or plots of texts written by the same author about the same or similar characters. | Compare or contrast the themes, settings, and plots of texts written by the same author about the same or similar characters. | Compare and contrast, using specific and relevant details, themes, settings, and/or plots of texts written by the same author about the same or similar characters. |
| RL.3.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Reading Informational Texts

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| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| RI.3.1 | Identify a detail stated explicitly in a text. | Answer a question about two or more details stated explicitly in a text.Make predictions about a text. | Ask and answer questions to demonstrate understanding of a text referring explicitly to details from the text as a basis for answers.Make a basic inference about a text that is supported by explicit details from the text. | Ask and answer complex questions to indicate a thorough understanding of a text (e.g., making inferences and predictions), referring to specific and relevant details as the basis for support. |
| RI.3.2 | Identify a broad topic of an informational text.Identify explicitly stated sequence of events.  | Identify a main idea that is explicitly stated in a text.Identify a detail that supports the main idea.  | Determine the main idea of a text.Locate details that support the main idea.Correctly sequence, paraphrase or summarize main ideas or events in a text. | Determine an implicit main idea.Explain how relevant details in a text support the main idea.Paraphrase or summarize the details that support the main idea(s) in a text in correct sequence. |
| RI.3.3 | Identify a series of historical events, scientific ideas, or concepts or identify some steps in technical procedures in a text. | Identify a simple relationship among the events, ideas, concepts, or technical steps in a text (e.g., one event that was the only cause of another event). | Describe a relationship among a series of historical events, scientific ideas or concepts, or among steps in technical procedures in a text, using language that pertains to time, sequence, and/or cause/effect (e.g., two events that were both contributing factors to another event). | Explain a complex relationship among a series of historical events, scientific ideas, or concepts, or among steps in technical procedures in a text, using precise language that pertains to time, sequence, and/or cause/effect (e.g., two events that each contributed to another event, but one was a more significant factor than the other). |
| RI.3.4 | *Refer to Reading Vocabulary L.3.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.3.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.3.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.3.4 for RALDs related to determining the meaning of words and phrases in a text.* |
| RI.3.5 | Recognize text features or simple search tools (e.g., key words, sidebars, hyperlinks) in a text. | Use text features or simple search tools (e.g., key words, sidebars, hyperlinks) to locate information. | Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Analyze the effectiveness of text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) in a text. |
| RI.3.6 | Identify their own point of view about an event or idea in the text. Identify author's point of view when it is explicitly stated. | Identify one opinion held by the author about an event or idea in the text. | Identify an author's purpose in a text.Identify the point of view of the author of a text about the overall topic in the text.Identify one difference between an author's point of view on a topic in a text and a student's own point of view on that topic. | Analyze how effectively the author has achieved the purpose of the text, using specific and relevant details.Explain how a student's own point of view relates to that of the author, including at least two similarities or differences. |
| RI.3.7 | Describe the illustrations or other graphics (e.g., maps, photographs) in a text. | Identify one similarity or difference between a text's illustrations or other graphics (e.g., maps, photographs) and what the text states. | Use information from illustrations or other graphics (e.g., maps, photographs) and the words in a text to understand the text (e.g., where, when, why, and how key events occur). | Use information gained from illustrations and the words in the text to support inferences. |
| RI.3.8 | Identify a simple and explicitly stated connection (e.g., comparison, cause/effect, sequence) between two or more sentences in a text (e.g., For a paragraph that begins "There are three steps for growing a bean sprout. First, . . ." the student could identify that Sentences 2, 3, and 4 discuss the steps for growing a bean sprout). | Identify an explicitly stated connection between two or more paragraphs in a text (e.g., For a passage that states "Spiders and insects have some similarities and some differences," the student could identify that one paragraph discusses similarities and another paragraph identifies differences). | Describe an implied connection between particular sentences or paragraphs in a text (e.g., For a passage that describes a problem in three paragraphs and a solution in another three paragraphs without explicitly using these terms, the student could identify this relationship).  | Analyze multiple implied connections among particular sentences and paragraphs in a text. |
| RI.3.9 | Identify a topic that appears in two texts. | Compare and contrast details in two texts on the same topic. | Compare and contrast the most important points presented in two texts on the same topic or related topics. | Support a comparison of two texts on the same topic or related topics with key details from each text. |
| RI.3.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Writing

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| W.3.1.a | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), introduce a topic or text and state an opinion. | Introduce a topic or text and state an opinion. | Create a logical organizational structure, including reasons to support an opinion. | Explain an opinion using fact- or text-based reasons, adhering to an organizational structure. |
| W.3.1.b | With scaffolding (e.g., provided sentence starters, graphic organizers, teacher prompting), list a few reasons that are related to the opinion. | Introduce a topic or text and state general reasons that support an opinion.  | Provide reasons that support the opinion. | Use specific and relevant reasons to support the opinion. |
| W.3.1.c | With scaffolding, link opinion and reasons using words and/or phrases (e.g., for instance, in order to, in addition). | Use words and/or phrases in a text to link an opinion to reasons. | Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example). | Use phrases and clauses to link relevant reasons and to support an opinion.  |
| W.3.1.d | Identify a concluding statement related to the opinion.  | Write a concluding statement that restates the opinion.  | Write a conclusion that reinforces or restates the opinion. | Write an effective concluding statement or section that reinforces the opinion. |
| W.3.2.a | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), introduce a topic, possibly grouping related information. | Introduce a topic, provide a general observation or focus, and group related information. | Use labeled or captioned visuals when useful for aiding comprehension. | Use labeled or captioned visuals relevant to the topic to aid comprehension. |
| W.3.2.b | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), identify a fact, definition, and/or detail related to a topic. | Explain a topic using some relevant facts, definitions, and details. | Develop a topic with facts, definitions, details, and explanations that support the focus. | Develop the topic with specific and relevant details. |
| W.3.2.c | Identify linking words and phrases that connect ideas. | Use common linking words and phrases to connect ideas. | Use linking words and phrases to connect ideas within categories of information. | Use linking phrases or clauses to effectively connect ideas within categories of information. |
| W.3.2.d | Identify a concluding statement or section related to the focus of the text.  | Write a concluding statement that restates an idea in a text.  | Write a conclusion that paraphrases the focus of the text. | Write an effective conclusion that clarifies or summarizes the focus of the text. |
| W.3.3.a | State or identify a brief situation.Introduce a narrator or one character. Include a few short sentences to show story organization.  | State or identify a narrator or character. State or identify a basic story situation and organization.  | Establish a situation and introduces a narrator and/or characters. Organize an event sequence that unfolds naturally. | Establish a clear and purposeful situation and introduces a narrator and/or characters.Organize an event sequence that unfolds purposefully.  |
| W.3.3.b | Includes an example of simple dialogue or actions. | Develop the topic with some evidence of dialogue, actions, thoughts or feelings (basic connections in language or ideas to determine dialogue, actions, thoughts, or feelings). | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  | Use complex dialogue and descriptions of actions, thoughts, and feelings to fully develop experiences and events or show the response of characters to situations.  |
| W.3.3.c | Use a temporal word or phrase to link events.  | Use or choose some temporal words and phrases to show the order of events. | Use temporal words and phrases to signal event order.  | Strategically use temporal words and phrases to signal event order.  |
| W.3.3.d | Provide or identify a brief concluding sentence (e.g., "The end.").  | Provide a basic sense of closure. | Provide a sense of closure.  | Provide an effective closure that relates to the story. |
| W.3.4 | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), identify ideas that are appropriate to task and/or purpose.  | Produce writing in which the organization is appropriate for a given task, purpose, and/or audience. | Produce writing in which the development and organization of ideas are appropriate to task and purpose. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| W.3.5 | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), revise or edit a draft. | Make edits to improve writing based on peer and adult feedback. | Develop and strengthen writing as needed by planning, revising, and editing based on peer and adult feedback. | Develop and strengthen writing by planning, revising, and editing a well-developed draft based on adult and peer feedback.  |
| W.3.6 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| W.3.7 | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), brainstorm and choose a research topic. | Identify background knowledge and ask simple questions related to a research topic. | Conduct short research projects that build knowledge about a topic by asking and/or answering questions that help to build knowledge about that topic. | Conduct in-depth research projects that build knowledge about a topic by asking and/or answering questions about different aspects of a topic to build thorough knowledge about that topic. |
| W.3.8 | With scaffolding (e.g., guidelines, graphic organizers, teacher prompting), identify key information from print and/or digital sources.With scaffolding (e.g., guidelines, graphic organizers, teacher prompting), sort information into categories. | Identify key information from print and/or digital sources.Sort related information into provided categories. | Choose relevant information from print and/or digital sources.Take brief notes and categorize related information, providing a list of sources. | Use relevant information from experiences and/or authoritative print and digital sources.Take notes and categorize information, providing a list of sources using a specific format. |
| W.3.9 | *Begins in Grade 4* | *Begins in Grade 4* | *Begins in Grade 4* | *Begins in Grade 4* |
| W.3.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Language

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| L.3.1.a | Use nouns, verbs, and adjectives in simple sentences. | Use nouns, verbs, adjectives, pronouns, and/or adverbs in simple sentences. | Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. | Use nouns, relative pronouns, verbs, adjectives, and relative adverbs appropriate to function and purpose in order to consistently apply the conventions of English. |
| L.3.1.b | Use regular plural nouns. | Use regular and irregular plural nouns. | Identify, form, and use regular and irregular plural nouns. | Form and use irregular plural nouns in complex sentences.  |
| L.3.1.c | Use well-known abstract nouns (e.g., love) in simple sentences. | Use known abstract nouns (e.g., kindness). | Use abstract nouns (e.g., childhood). | Use lesser-known abstract nouns to convey an idea, quality or state (e.g., intelligence). |
| L.3.1.d | Use regular verbs in simple sentences. | Use regular and irregular verbs. | Form and use regular and irregular verbs. | Form and use regular and irregular verbs in complex sentences. |
| L.3.1.e | Use simple verb tenses in simple sentences. | Use simple verb tenses. | Form and use simple verb tenses. | Use simple verb tenses in in complex sentences. |
| L.3.1.f | Identify the subject and verb in simple sentences. | Identify the pronoun and antecedent.Identify the subject and verb.  | Ensure subject-verb and pronoun-antecedent agreement. | Recognize and correct errors in subject-verb and pronoun-antecedent agreement in complex sentences. |
| L.3.1.g | Identify comparative and/or superlative adjectives or adverbs. | Use comparative and superlative adjectives and adverbs.  | Use comparative and superlative adjectives and adverbs, depending on what is to be modified. | Evaluate to use the appropriate comparative and superlative adjectives and adverbs in complex sentences, depending on what is to be modified.  |
| L.3.1.h | Use some coordinating conjunctions. | Use some subordinating conjunctions. | Identify and use coordinating and subordinating conjunctions. | Use coordinating and subordinating conjunctions in context. |
| L.3.1.i | Write simple sentences. | Write compound sentences. | Identify and produce simple, compound, and complex sentences. | Produce simple, compound and complex sentences in context. |
| L.3.2.a | Recognize that titles require capitalization. | Capitalize the first word in titles. | Capitalize key words in titles. | Capitalize appropriate words in titles. |
| L.3.2.b | Recognize that addresses require commas. | Use commas between city and state in addresses. | Use commas in addresses.  | Use commas after the street name in addresses written horizontally. |
| L.3.2.c | Identify commas and quotation marks in dialogue.  | Use commas and quotation marks in dialogue.  | Use commas and quotation marks in dialogue to indicate several speakers. | Use commas and quotation marks in dialogue with split quotations. |
| L.3.2.d | Identify possessives. | Form and use known possessives. | Form and use possessives. | Form and use plural possessives. |
| L.3.2.e | Use conventional spelling for high-frequency words and for adding plural and verb tense suffixes to base words (e.g., -es, -ed, -ing). | Use conventional spelling for adding plural and verb tense suffixes to known base words. | Use conventional spelling for adding plural and verb tense suffixes to irregular base words. | Use conventional spelling patterns to transform regular and irregular nouns and verbs according to their tense or number. |
| L.3.3.f | Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) in writing words. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules) in writing words. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | Recognize when spelling patterns and generalizations do not apply and use spelling exceptions in high-frequency words.  |
| L.3.2.g | Identify misspellings of high-frequency and known words, consulting references as needed. | Consult references to check and correct spelling of high-frequency words. | Consult reference materials, including beginning dictionaries, to check and correct spelling. | Consult reference materials, including print and digital dictionaries, as needed to check and correct spelling of low-frequency and/or above grade level words. |
| L.3.3.a | Recognize the effect of given words. | Identify words and phrases that are used for effect. | Choose words and phrases for effect. | Use precise words and phrases to create a desired effect. |
| L.3.3.b | Recognize that spoken language is different from written standard English. | Identify common differences between the conventions of spoken and written standard English.  | Observe differences between conventions of spoken and written English. | Explain differences between conventions of spoken and written English. |
| L.3.4.a | Use explicit sentence-level context as a clue to the meaning of a word or phrase. | Use sentence level context as a clue to the meaning of a word or phrase. | Use sentence and/or paragraph level context as a clue to the meaning of a word or phrase.  | Use implicit paragraph level context as the clue to the meaning of a word or phrase. |
| L.3.4.b | Identify the meaning of known words with affixes. | Identify the meaning of unknown words formed when an affix is added to a known root. | Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | Determine the meaning of words formed when an unknown, less-common affix is added to a known word. |
| L.3.4.c | Identify the meaning of similar words using the same root. | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | Use a known root word as a clue to the meaning of an unknown grade-level word with a similar root.  | Use a known root word as a clue to the meaning of an above-grade level unknown word with the similar root.  |
| L.3.4.d | With guidance, choose the appropriate reference materials to identify the meaning of key words and phrases.  | Choose the appropriate reference materials to identify the meaning of key words and phrases.  | Use glossaries and/or beginning dictionaries, both print and digital, to identify and clarify the precise meaning of key words and phrases. | Evaluate and choose the appropriate reference materials, both print and digital, to efficiently determine or clarify the precise meaning of words or phrases as they are used in context. |
| L.3.5.a | Identify literal meanings of words and phrases in context. | Identify nonliteral meanings of words and phrases in context.  | Distinguish between literal and nonliteral meanings of words and phrases in context. | Analyze and explain the meaning of non-literal words and phrases in context. |
| L.3.5.b | Connect known words to their use by sorting into given categories.  | Identify connections between known words and their use to describe familiar topics.  | Identify real-life connections between words and their use. | Identify connections between words and their use by relating and applying descriptions to familiar topics or experiences.  |
| L.3.5.c | Identify the denotation of words.  | Compare the denotations of related words.  | Distinguish nuances of meaning among related words.  | Analyze the connotations and nuances of meanings to differentiate between closely related words. |
| L.3.6 | Use or identify high-frequency vocabulary; use or identify simple domain-specific vocabulary; use or identify simple words that signal temporal relationships. |  Use or identify common conversational, general vocabulary; use domain-specific vocabulary with closely-connected support from the text; use words that signal spatial or temporal relationships. | Use accurate grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | Use accurate above grade-level conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial, temporal, or subtle relationships. |

## Grade 4

### Reading Literature

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| RL.4.1 | Identify an idea stated explicitly in a text.Identify one relevant detail in a text that supports an explicitly stated idea. | Make a simple inference about part of a text.Identify at least two details in a text that support an explicitly stated idea or a simple inference. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Make a subtle inference about a text.Identify specific relevant details and examples to support a subtle inference about a text. |
| RL.4.2 | Identify a topic of a text.Identify and sequence two events from a text. | Identify a theme or message that is explicitly stated in a text.Identify and sequence a few events from a text that relate to the central conflict. | Identify an implied theme, message, or author's purpose in a text.Restate and sequence most main events in a text, including the conflict and resolution. | Identify a subtle theme, message, or author's purpose in a text.Summarize a text, including only the main events and sequencing them appropriately. |
| RL.4.3 | Identify a character, setting, or event in the text, referring to a detail or example in the text that may be related to the character, setting, or event. | Describe a character, setting, or event in a text, using two related details in the text that may support the description.  | Describe a character, setting, or event in depth, using specific details from a text. | Describe in depth, using specific and relevant details, a complex character, setting, and/or event in a text. |
| RL.4.4 | *Note: Word meaning in context is tested under RV, Language standard 4.* | *Note: Word meaning in context is tested under RV, Language standard 4.* | *Note: Word meaning in context is tested under RV, Language standard 4.* | *Note: Word meaning in context is tested under RV, Language standard 4.* |
| RL.4.5 | Mention one element of prose, poems, or drama when writing about a text. | Identify a few differences between poems, drama, or prose when writing about a text. | Explain major differences between poems, drama, and prose when writing about a text.Refer to the core structural elements of prose, poems, and drama when writing about a text. | Analyze, using specific and relevant examples, subtle differences between poems, drama, and prose when writing about a text. |
| RL.4.6 | Identify the point of view in a first-person story (e.g., "Ben is the character telling the story."). | Distinguish between first-person and third-person point of view in particular stories (e.g., "This is a third-person story because the narrator isn't a character in the story."). | Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described. | Analyze the impact of differences in point of view in two stories. |
| RL.4.7 | Name simple characteristics of a print version of a literary text and a visual or oral presentation of the text. | Identify simple differences and/or similarities between a print version of a literary text and a visual or oral presentation of the text. | Make connections between a print version of a literary text and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Using specific and relevant details, make subtle and in-depth connections between a print version of a literary text and a visual or oral presentation of the text. |
| RL.4.8 | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* |
| RL.4.9 | Identify a simple similarity or difference in the themes, topics, or patterns of events. | Identify a few key similarities or differences in the themes, topics, or patterns of events. | Compare or contrast the depiction of similar themes, plots, and patterns of events. | Using specific and relevant details, compare and contrast the subtle depiction of similar themes, plots, and/or patterns of events. |
| RL.4.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Reading Informational Texts

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| --- | --- | --- | --- | --- |
| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| RI.4.1 | Locate explicit information in the text to explain what the text says explicitly. | Locate explicit information in the text to explain what the text says explicitly and to make a simple inference. | Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. | Locate implicit information in the text to explain what the text says implicitly and to support inferences drawn from the text. |
| RI.4.2 | Identify a topic of an informational text.Determine the main idea of a text; restate ideas, events, or procedures. | Identify a main idea that is explicitly stated in a text.Organize or sequence a few ideas, events, or procedures from a text.Determine the main idea of a text using supporting key details; restate key ideas, events, or procedures including correct sequence when appropriate. | Identify a main idea that is implied in a text.Distinguish between more and less important ideas, events, or procedures in a text. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. | Explain how a main idea in a text is supported by key details.Analyze and objectively paraphrase or summarize all key ideas, events, or procedures in a text, and place them in a correct sequence.Analyze the main idea of a complex text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. |
| RI.4.3 | Identify a simple relationship between two events, procedures, ideas, or concepts in a historical, scientific, or technical text (e.g., two events that happened during the same time). | Describe a relationship among a few events, procedures, ideas, or concepts in a historical, scientific, or technical text (e.g., one event that caused two others).  | Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Analyze relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including connections to other content. |
| RI.4.4 | *Refer to Reading Vocabulary L.4.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.4.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.4.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Refer to Reading Vocabulary L.4.4 for RALDs related to determining the meaning of words and phrases in a text.* |
| RI.4.5 | Identify a sequential text structure in a passage. | Identify a text structure (e.g., sequence, comparison, cause/effect, problem/solution) in part of a text containing explicit signal words (e.g., "as a result," "step 1," "this vs. that"). | Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  | Analyze why an author uses a particular text structure (e.g., sequence, comparison, cause/effect, problem/solution) to present events, ideas, concepts, or information in a text or part of a text.  |
| RI.4.6 | Identify the author’s purpose in a simple text with clear indicators of author's purpose.  Determine whether the text is a firsthand or secondhand account of an event or topic. | Identify the author’s purpose.Compare and contrast a firsthand and secondhand account of the same event or topic. | Determine author’s purpose.Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | Analyze an author’s purpose in a complex text. Compare and contrast, using specific and relevant details, a firsthand and secondhand account of the same event or topic, describing subtle differences in focus and the information provided.  |
| RI.4.7 | Identify a piece of information from a chart, graph, Web page, or other visual, oral, or quantitative feature in a text. | Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | Analyze complex information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages), including how the information subtly shapes an understanding of the text in which it appears. |
| RI.4.8 | Identify a point made in a text. | Identify whether a point is supported by evidence in a text. | Explain how an author uses reasons and evidence to support particular points in a text.  | Analyze how an author uses reasons and implicit and explicit evidence to support particular points in a text. |
| RI.4.9 | Identify basic information from two texts on the same topic. | Compare or contrast information from two texts on the same or related topics. | Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably. | Using specific and relevant details, analyze implicit information from at least two texts on the same or related topics. |
| RI.4.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Writing

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| W.4.1.a | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), introduce a topic or text and state an opinion about it. | Introduce a topic or text and state an opinion and support it with general reasons. | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. | Introduce a topic or text clearly, state an opinion supported by several fact- or text-based reasons and/or information, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. |
| W.4.1.b | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), provide reasons or details that are related to an opinion. | Provide reasons that support an opinion. | Provide reasons for an opinion that are supported by facts and details. | Use specific and relevant reasons supported by facts and/or details to support an opinion. |
| W.4.1.c | With scaffolding, link opinion and reasons using words and/or phrases (e.g., for instance, in order to, in addition). | Use words and/or phrases in a text to link an opinion to supporting reasons. | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | Use precise words and phrases to effectively link reasons that support an opinion. |
| W.4.1.d | Write a simple concluding statement.  | Write a concluding statement that restates an opinion.  | Provide a concluding statement or section that reinforces or restates the opinion presented. | Write an effective concluding section that reinforces an opinion. |
| W.4.2.a | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), introduce a topic and include key details. | Introduce a topic and include key details. | Introduce a topic clearly and group related information in paragraphs and sections; include formatting when useful to aiding comprehension. | Introduce a well-crafted topic, group subtly related information in paragraphs and sections, and expand on supporting details; include formatting when useful to aiding comprehension. |
| W.4.2.b | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), identify a fact, definition, detail, quotation, information, or example that may be related to the topic. | Develop a topic with related facts, definitions, details, information, or examples. | Develop a topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus. | Develop a topic by evaluating the value, credibility, and/or adequacy of supporting evidence. |
| W.4.2.c | With scaffolding, link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | Use words and/or phrases to link ideas. | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | Use precise words and phrases to effectively link ideas within categories of information. |
| W.4.2.d | Use simple language to refer to or inform about a topic. | Use some domain-specific vocabulary to inform about or explain the topic. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | Use precise language and higher-level domain-specific vocabulary to inform about or explain the topic.  |
| W.4.2.e | Write a simple concluding statement. | Write a concluding statement that restates the idea in the text. | Write a concluding statement or section that paraphrases the focus of the text or explanation presented. | Write an effective conclusion that clarifies or summarizes the focus of the text or explanation presented. |
| W.4.3.a | State or identify a brief situation. Introduce a narrator or one character.Include a couple of short sentences to show story organization.  | Establish a situation and includes a narrator and/or characters. Includes an event sequence. | Orient the reader by establishing a situation and introducing a narrator and/or characters.Organize an event sequence that unfolds naturally.  | Orient and engage the reader by establishing a situation and introducing a narrator and/or characters.Purposefully organize an event sequence that unfolds naturally.  |
| W.4.3.b | Include an example of simple dialogue or action. | Use some dialogue or description. | Use dialogue and description to develop experiences and events or show the responses of characters to situations.  | Use engaging dialogue and rich description to develop experiences and events or show the responses of characters to situations. |
| W.4.3.c | Use or identify a transitional word or phrase to determine sequence. | Use some transitional words to manage the sequence of events. | Use a variety of transitional words and phrases to manage the sequence of events.  | Use strategic transitional words and phrases to manage the sequence of events.  |
| W.4.3.d | Use simple details. | Use some sensory details. | Use concrete words and phrases and sensory details to convey experiences and events precisely.  | Use a variety of words and phrases and sensory details to convey experiences and events effectively.  |
| W.4.3.e | Provide or identify a brief concluding sentence (e.g., "The end."). | Provide a basic concluding sentence.  | Provide a conclusion that follows from the narrated experiences or events. | Provide a well-crafted concluding statement or section that is focused, unified, and insightful to the story.  |
| W.4.4 | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), produce writing in which the organization is appropriate for a given task or purpose. | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), produce writing in which the development and organization are appropriate for a given task, purpose, and/or audience. | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | Evaluate to determine the best style and organization to produce clear and coherent writing in which the development and organization are appropriate for an intended task, purpose, and audience. |
| W.4.5 | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), edit a written draft based on adult and peer feedback. | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), plan, revise, and edit a draft for obvious errors to improve a piece of writing based on peer and adult feedback. | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), develop and strengthen writing as needed by planning, revising, and editing based on peer and adult feedback. | Plan, revise, and edit a piece of writing based on adult and peer feedback to strengthen writing and create a well-developed draft. |
| W.4.6 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| W.4.7 | With scaffolding (e.g., sentence starters, graphic organizers, teacher prompting), answer simple questions related to a research topic. | Ask and answer simple questions related to a research topic. | Conduct short research projects by asking and answering questions about different aspects of a topic to build knowledge about a topic. | Conduct in-depth research projects by asking, answering, and/or narrowing questions about different aspects of a topic to build thorough knowledge about the topic. |
| W.4.8 | With scaffolding (e.g., guidelines, graphic organizers, teacher prompting), categorize key information to take notes from print and/or digital sources. | Identify key information from print and/or digital sources about a research topic, sorting information into related categories, and making general references to a source. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | Use relevant information from experiences and/or authoritative print and digital sources to take notes and categorize information, providing a list of sources using a specific format. |
| W.4.9.a | Apply below-grade-level Reading standards to literature. | Apply some grade 4 Reading standards to literature. | Apply grade 4 Reading standards to literature. | Apply above-grade-level Reading standards to literature. |
| W.4.9.b | Apply below-grade-level Reading standards to literary nonfiction text. | Apply some grade 4 Reading standards to literary nonfiction text. | Apply grade 4 Reading standards to literary nonfiction. | Apply above-grade-level Reading standards to literary nonfiction text. |
| W.4.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Language

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| L.4.1.a | Use nouns, verbs, and adjectives in simple sentences. | Use nouns, verbs, adjectives, relative pronouns, and/or relative adverbs in simple sentences. | Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English. | Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), relative adverbs (where, when, why), conjunctions, interjections, and/or prepositions appropriate to function and purpose in order to apply the conventions of English. |
| L.4.1.b | Use simple verb tenses (past, present, future) in simple sentences. | Use progressive verb tenses in simple sentences. | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | Form and use the progressive verb tenses in complex sentences. |
| L.4.1.c | Use modal auxiliaries in simple sentences. | Use modal auxiliaries in a variety of sentence structures. | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | Use modal auxiliaries to convey mood or various conditions.  |
| L.4.1.d | Recognize one or more adjectives in a sentence. | Order adjectives per convention in simple sentences. | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | Form sentences using adjectives ordered according to conventional patterns. |
| L.4.1.e | Identify a prepositional phrase in a sentence. | Use prepositional phrases in simple sentences. | Form and use prepositional phrases in sentences. | Form and use prepositional phrases in a variety of sentence structures. |
| L.4.1.f | Produce a complete, simple sentence. | Produce complete sentences, recognizing inappropriate fragments and/or run-ons. | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | Produce complete complex sentences, recognizing and correcting fragments and run-ons using a variety of techniques (e.g., clauses, parenthetical phrases, and separating sentences). |
| L.4.1.g | With scaffolding, use commonly confused words. | Recognize frequently confused words. | Correctly use frequently confused words. | Recognize and correct commonly confused words. |
| L.4.2.a | Use correct capitalization for the beginning of sentences, the pronoun "I," and people's names. | Use correct capitalization for the beginning of sentences, the pronoun "I," people's names, proper nouns, and titles. | Use correct capitalization. | Use correct capitalization for the beginning of sentences, the pronoun "I," people's names, proper nouns, titles, and uncommon uses (e.g., languages, nationalities, course subjects). |
| L.4.2.b | Identify quotation marks that indicate direct speech and quotations from a text. | Identify commas and quotation marks that indicate direct speech and quotations. | Use commas and quotation marks to indicate direct speech and quotations from a text. | Use commas and quotation marks to indicate direct speech and split quotations from a text. |
| L.4.2.c | Identify sentences with coordinating conjunctions. | Identify a comma that is used before a coordinating conjunction. | Use a comma before a coordinating conjunction in a compound sentence. | Use a comma before a coordinating conjunction (e.g., three or more elements or subordinate clauses) in a variety of sentences.  |
| L.4.2.d | Recognize the misspellings of high-frequency words, consulting references as needed. | Spell high-frequency, grade-appropriate words correctly, consulting references as needed. | Spell grade-appropriate words correctly, consulting references as needed. | Spell high- and low-frequency, above-grade level words, consulting references as needed. |
| L.4.3.a | Identify words and phrases that convey simple ideas. | Choose words and phrases that convey simple ideas. | Choose words and phrases to convey ideas precisely. | Use words and phrases that convey ideas precisely.  |
| L.4.3.b | Identify punctuation in a short text. | Choose ending punctuation for effect. | Choose punctuation for effect. | Differentiate between punctuation marks to create a particular effect. |
| L.4.3.c | Identify conventions of formal English. | Identify differences between conventions of formal and informal English. | Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. | Explain differences between contexts that call for formal English and situations where informal discourse is appropriate. |
| L.4.4.a | Identify the meaning of common words by using simple context clues and text-embedded definitions. | Determine the meaning of unknown and multiple-meaning words or phrases using word structure, context, and text-embedded definitions. | Determine the meaning of unfamiliar words and phrases by using knowledge of phonetics, word structure, language structure, and context clues.  | Determine the meaning of unfamiliar words and phrases by using knowledge of word structure, language structure, and implicit context clues.  |
| L.4.4.b | Identify meaning of unknown words using known roots.  | Identify Greek or Latin affixes or roots. | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). | Use less-common Latin or Greek affixes and roots to determine the meaning of unknown words.  |
| L.4.4.c | With guidance, choose the appropriate reference materials to identify the meaning of key words and phrases.  | Choose the appropriate reference materials to identify the meaning of key words and phrases.  | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Consult the appropriate reference materials to efficiently find the pronunciation and determine or clarify the precise meaning of unknown words and phrases. |
| L.4.5.a | Recognize simple similes and/or metaphors (e.g., as pretty as a picture) in context. | Choose the meaning of simple similes and/or metaphors. | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. | Analyze the meaning of similes and metaphors. |
| L.4.5.b | Recognize idioms, adages and/or proverbs as non-literal phrases.  | Choose the meaning of idioms, adages, and/or proverbs. | Recognize and explain meanings of common idioms, adages, and proverbs. | Analyze the meanings of common idioms, adages, and proverbs. |
| L.4.5.c | Identify synonyms or antonyms for high-frequency words. | Demonstrate understanding of high-frequency words by relating them to their antonyms and synonyms. | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | Use synonyms and/or antonyms using nuanced connotations. |
| L.4.6 | Use or identify high-frequency vocabulary; use or identify simple domain-specific vocabulary; use or identify simple words that signal actions or emotions. | Use or identify common conversational, general vocabulary; use domain-specific vocabulary with closely-connected context from the text; use phrases that signal basic states of being. | Use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | Use accurately above grade-level general academic and domain-specific vocabulary, including words and phrases that signal complex actions, emotions, or subtle states of being and words and phrases relevant to a particular topic. |

## Grade 5

### Reading Literature

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| RL.5.1 | Identify one explicit idea or one straightforward inference in a text.Identify a detail from the text that may be loosely related to an idea. | Identify two explicit ideas or two straightforward inferences in a text. Identify a detail from the text that supports an idea or inference. | Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Locate multiple pieces of explicit information in a text and explain how they support ideas and inferences. Analyze what the text says explicitly and inferences drawn from the text, citing evidence from the text as well as making personal connections to support the analysis. |
| RL.5.2 | Identify an idea explicitly stated in a text or a few details about a character in the text. Identify one or two events in a text. | Identify an author's message or purpose that is explicitly stated in a text.Show an understanding of the meaning of an author's purpose in a general sense (e.g., a story is intended to be sad, the author wants to teach a lesson).Place a few details or events in a text in the correct order. | Explain an author’s message or purpose in a text using details, such as how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, to support the explanation.Summarize main ideas or events in the correct sequence. | Analyze a theme, author's message, and/or purpose in a text, citing specific and relevant textual evidence to support the analysis.Summarize minor ideas and events in a text in the correct sequence. |
| RL.5.3 | Identify one similarity or one difference between characters, settings, or events in a story or drama. | Describe two characters, settings, or events in a text and make a simple comparison or contrast between them. | Compare or contrast two or more characters, settings, and/or events in a text, drawing on details in the text (e.g., how characters interact, how conflicts are resolved).  | Compare and contrast implicit similarities and differences between multiple characters, settings, or events in a text, analyzing specific and relevant details to describe the impact of those similarities and differences. |
| RL.5.4 | *Note: Refer to Reading Vocabulary L.5.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Note: Refer to Reading Vocabulary L.5.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Note: Refer to Reading Vocabulary L.5.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Note: Refer to Reading Vocabulary L.5.4 for RALDs related to determining the meaning of words and phrases in a text.* |
| RL.5.5 | Identify a short series of events in a text. | Identify how events in a paragraph, a scene, or a stanza are connected. | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a story, drama, or poem. | Analyze the effect of a series of chapters, scenes, or stanzas in shaping the overall structure of a story, drama, or poem using specific, relevant details to support the analysis. |
| RL.5.6 | Identify a comment, opinion, or point of view (e.g., first person, second person) presented in a text.  | Identify how the point of view of a narrator or speaker influences an event in the text. | Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are portrayed. | Analyze the ways in which a narrator’s or speaker’s point of view influences the development of characters and events in the text and support the analysis with specific and relevant details. |
| RL.5.7 | Identify a simple relationship between a straightforward visual element and textual content.  | Describe how a visual or multimedia element contributes to the overall understanding of a text. | Explain, using some textual support, how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text. | Analyze, using specific and relevant details, to what extent and in which ways visual and multimedia elements contribute to the aesthetics of a text. |
| RL.5.8 | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* |
| RL.5.9 | Identify a similarity or a difference between the themes or topics of two texts of the same genre. | Identify a similarity and a difference in the themes and/or topics of two texts of the same genre. | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development. | Analyze the ways in which texts of the same genre approach themes, plots, and topics using specific, relevant details to support the analysis. |
| RL.5.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Reading Informational Texts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| RI.5.1 | Identify or paraphrase an explicit detail in a text.  | Identify simple inferences or paraphrase explicit details in a text to help explain what the text says. | Locate information in the text to explain what the text says explicitly and to support inferences drawn from the text. | Analyze ideas and inferences from a text and cite and/or paraphrase from the text when supporting the analysis. |
| RI.5.2 | Identify an explicitly stated main idea in a text.Identify a few ideas or events from a text and place them in an order. | Identify the main idea(s) of a text; identify a key detail that supports the main idea(s).Restate or retell a few ideas, events, or procedures in a text and place them in correct order.  | Explain how the main idea(s) and subtopics of a text are supported by key details. Paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. | Evaluate the specific and relevant textual evidence that best supports the main ideas and subtopics of a text. Summarize minor ideas, events, or procedures in a text and/or distinguish between relevant and irrelevant details, events, or procedures.  |
| RI.5.3 | Identify how individuals, events, ideas, or concepts in a portion of a historical or scientific text may be loosely related. | Identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. | Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Evaluate complex relationships or interactions between two or more individuals, events, ideas, or concepts and cite specific, relevant textual evidence to support the evaluation. |
| RI.5.4 | *Note: Refer to Reading Vocabulary L.5.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Note: Refer to Reading Vocabulary L.5.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Note: Refer to Reading Vocabulary L.5.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Note: Refer to Reading Vocabulary L.5.4 for RALDs related to determining the meaning of words and phrases in a text.* |
| RI.5.5 | Identify a comparison or a contrast between an event, idea, concept, or piece of information presented in one or two texts.  | Identify the structure used to present two or more events, ideas, concepts, or pieces of information in two short texts or two sections of the same text. | Compare the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | Analyze how events, ideas, concepts, or pieces of information are represented through multiple structures within two or more texts, using specific and relevant details to support the analysis.  |
| RI.5.6 | Identify a point of view represented in a text.  | Identify the author's purpose for including a piece of information in a text; identify a similarity or difference in the point of view represented in different sections of a text. | Identify the author’s purpose for writing a text; compare and contrast the points of view represented in accounts of the same event or topic (e.g., social studies topics, media messages about current events). | Analyze the ways in which an author's purpose is revealed in a text, supporting the analysis with specific and relevant details; analyze, using specific and relevant details, the ways in which various points of view regarding the same event or topic are represented in a text or across texts. |
| RI.5.7 | Identify information provided in a portion of a print or digital text. | Describe how the information from a text or graphic answers a question or solves a problem. | 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. | Analyze complex information from multiple print and digital sources to accurately answer questions or evaluate problems. |
| RI.5.8 | Identify a point made in a text; identify one reason or piece of evidence that supports a point. | Identify whether a point is supported by evidence in a text; identify two to three reasons or pieces of evidence that support a point. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | Evaluate how an author uses reasons and evidence to support multiple points in a text, demonstrating a connection between the different pieces of evidence that support each point. |
| RI.5.9 | Identify information from each of two texts about the same topic. | Describe the relationship between information from each of two texts on the same or related topics. | Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably. | Analyze implicit information from several texts and cite specific and relevant evidence to support the analysis. |
| RI.5.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Writing

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| W.5.1.a | Identify a topic and an opinion about it. | Introduce the topic or text, state an opinion about it, and show an attempt at organizing the information.  | Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. | Clearly introduce the topic or text, state a well-formed and consistent opinion, and create a logical organizational structure, applying strategies appropriate to opinion writing for maximum effectiveness. |
| W.5.1.b | List a reason or detail to support the opinion.  | Include two or three reasons and/or details to support the opinion. | Provide logically ordered reasons that are supported by facts and details. | Order factual reasons and details for maximum effectiveness. |
| W.5.1.c | Use a linking word to connect ideas. | Use linking words or phrases to connect opinions or reasons. | Use linking words, phrases, and clauses (e.g., consequently, specifically, most of all) to connect opinions and reasons between paragraphs. | Use academic words, phrases, and clauses to link opinions and reasons within and between paragraphs. |
| W.5.1.d | Identify a concluding sentence. | Provide a concluding sentence or statement. | Provide a concluding statement or section that reinforces or restates the opinion presented. | Conclude with a statement that accurately restates the supporting information and engages the audience. |
| W.5.2.a | Identify a topic sentence.  | Identify and introduce the topic, provide a general focus, and show an attempt at organization.  | Introduce the topic clearly, provide a general observation and focus, and group related information logically. | Clearly introduce the topic, provide a specific focus, present information in logical order, and format the information in a way that enhances the content and engages the reader. |
| W.5.2.b | Use a fact, definition, detail, quotation, or example to relate to a topic. | Use two to three facts, definitions, details, quotations, pieces of information, or examples to support the topic. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic. | Clearly connect each piece of supporting information to the topic, expanding on content to fully develop the piece. |
| W.5.2.c | Use a linking word to connect ideas. | Use linking words or phrases to connect information. | Use linking words, phrases, and clauses (e.g., in contrast, especially) to connect paragraphs and categories of information. | Use academic words, phrases, and clauses (e.g., in contrast, especially) to link topical information and supporting details within and between paragraphs and across categories of information.  |
| W.5.2.d | Use known vocabulary to refer to or inform about a topic. | Uses grade-level academic language to refer to or inform about a topic. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | Use precise language and domain-specific language, providing embedded definitions to support comprehension. |
| W.5.2.e | Identify a concluding sentence. | Provide a concluding sentence or statement.  | Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. | Conclude with an effective statement that reinforces the topic presented, restates the supporting information, and engages the audience. |
| W.5.3.a | State or identify a brief situation.Introduce a narrator or one character. Include a couple of short sentences to show story organization.  | Establish a situation and includes a narrator and/or characters.Includes an event sequence. | Orient the reader by establishing a situation and introducing a narrator and/or characters.Organize an event sequence that unfolds naturally.  | Orient and engage the reader by establishing a situation and introducing a narrator and/or characters.Purposefully organizes an event sequence that unfolds naturally. |
| W.5.3.b | Include or select an example of simple dialogue or action. | Use some dialogue or description. | Use pacing to develop experiences and events or show the responses of characters to situations.  | Use narrative techniques, such as dialogue, description, and pacing skillfully and engagingly to develop experiences and events or show the responses of characters to situations. |
| W.5.3.c | Use or identify a simple transitional word or phrase to determine sequence.  | Use some transitional words to manage the sequence of events. | Use a variety of transitional words, phrases, and clause to manage the sequence of events.  | Use a variety of sophisticated transitional words and phrases to manage the sequence of events.  |
| W.5.3.d | Use simple details. | Use some sensory details. | Use concrete words and phrases and sensory details to convey experiences and events precisely.  | Use a variety of words and phrases and sensory details to convey experiences and events effectively.  |
| W.5.3.e | Provide or identify a brief concluding sentence (e.g., "The End."). | Provide or identify a basic concluding sentence.  | Provide a conclusion that follows the narrated experiences or events. | Provide a well-crafted concluding statement or section that is focused, unified, and insightful to the story.  |
| W.5.4 | Begin the writing process by producing a short writing piece (a one to three sentence response) that considers task, purpose, or audience.  | Write a short two- to four-sentence paragraph that maintains its focus on task, purpose, or audience.  | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | Produce focused and well-structured writing in which the development, style, formatting, and organization are appropriate to task, purpose, and audience. |
| W.5.5 | Identify one or two instances that need to be edited or revised in a written piece. | Revise or edit three to four errors related to the use of conventions (e.g., capitalization, punctuation, spelling), or related to combining simple sentences using conjunctions such as "or," "and," or "but."  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Enhance and elaborate writing to produce a desired effect, including the implementation of more sophisticated language and word choices. |
| W.5.6 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| W.5.7 | Identify a source that may be helpful for answering a question about a research topic. | Use two sources to answer questions about or apply general knowledge to a research topic.  | Conduct short research projects that use more than two sources to build knowledge through investigation of different aspects of a topic. | Analyze and evaluate multiple sources to identify relevant and reliable information to help explore, refine, or answer questions about a research topic. |
| W.5.8 | Work to gather information from a source text.Provide a simple paraphrase (one to two sentences) of information in notes or finished work, and list a source.  | Make a connection to self or others while working with a source to gather information.Summarize or paraphrase information in notes and/or finished work, and provide a list of one or two sources. | Recall relevant information from experiences and gather relevant information from multiple print and digital sources.Summarize or paraphrase information in notes and finished work, and provide a list of sources. | Synthesize relevant information from experiences and print and digital sources to expand on a topic.Paraphrase, summarize, and/or elaborate on information in notes and finished work, using academic language and effective transitions to make connections; provide a properly formatted list of several sources.  |
| W.5.9.a | Apply below-grade-level Reading standards to literature. | Apply some grade 5 Reading standards to literature. | Apply grade 5 Reading standards to literature. | Apply above-grade-level Reading standards to literature. |
| W.5.9.b | Apply below-grade-level Reading standards to literary nonfiction text. | Apply some grade 5 Reading standards to literary nonfiction text. | Apply grade 5 Reading standards to literary nonfiction. | Apply above-grade-level Reading standards to literary nonfiction text. |
| W.5.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Language

| Alaska Standard | **Needs Support****A student at this level should be able to:** | **Approaching Proficient****A student at this level should be able to:** | **Proficient****A student at this level should be able to:** | **Advanced****A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| L.5.1.a | Identify some simple nouns, pronouns, and verbs appropriate to function or purpose. | Use simple nouns, pronouns, verbs, adjectives, and adverbs to apply the conventions of English from an earlier grade. | Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections to apply the Grade 5 conventions of English. | Evaluate the appropriate use of nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections when applying above grade-level conventions of English. |
| L.5.1.b | Identify past, present, and future verb tense. | Identify use of the perfect verb tense. | Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | Correct errors in the use of the perfect verb tenses (e.g., I had walked; I have walked; I will have walked) to improve and enhance writing. |
| L.5.1.c | Identify an example of verb tense. | Identify the use of different verb tenses.  | Identify and/or correct errors in the use of verb tense when conveying various times, sequences, states, and conditions. | Use verb tenses effectively to clarify and improve writing. |
| L.5.1.d | Identify verb tenses.  | Identify an inappropriate shift in verb tense. | Recognize and correct inappropriate shifts in verb tense. | Evaluate the appropriateness of shifts in verb tense and explain why a shift in verb tense may be inappropriate. |
| L.5.1.e | Identify a simple conjunction (and, or, but). | Use common conjunctions to join ideas. | Use correlative conjunctions (e.g., either/or, neither/nor) correctly. | Evaluate the appropriate use of correlative conjunctions and revise errors as needed. |
| L.5.2.a | Identify correct use of at least one comma in a series. | Identify and use commas to separate items in a series. | Accurately use punctuation to separate items in a series. | Evaluate the appropriate use of punctuation to separate items in a series and revise errors as needed. |
| L.5.2.b | Identify introductory elements in a sentence. | Identify when a comma is needed to separate information in a sentence. | Use a comma to separate an introductory element from the rest of the sentence. | Evaluate the appropriate use of commas and revise errors as needed. |
| L.5.2.c | Identify tag questions and direct addresses. | Identify when a comma might be needed. | Use a comma to set off the words "yes" and "no," to set off a tag question from the rest of the sentence, and to indicate direct address. | Evaluate the appropriate use of commas in direct address, tag questions and to separate the words “yes” and “no” and revise errors as needed. |
| L.5.2.d | Recognize the correct/incorrect use of underlining, italics, and/or quotations as a way to indicate titles of work. | Recognize when a title of a work is included in a sentence. | Use underlining, quotation marks, or italics to indicate titles of works. | Use formatting accurately to indicate titles of works, recognizing the correct circumstances for each type of formatting. |
| L.5.2.e | Identify the correct spelling of a below-grade-level word. | Spell below-grade-level words correctly. | Spell grade-appropriate words correctly, consulting references as needed. | Spell above-grade-level and unknown words correctly. |
| L.5.3.a | Identify if sentences have appropriate variation. | Vary sentence length and type. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | Critique and refine sentences as appropriate for meaning, audience, style, purpose, variation, and impact. |
| L.5.3.b | Compare or contrast language used in a story, drama, or poem.  | Compare and contrast language used in a story, drama, or poem.  | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | Analyze the impact of the varieties of English used in stories, dramas, or poems on meaning, tone, and/or style. |
| L.5.4.a | Use very commonly recognized prefixes and suffixes and easily identifiable context clues. | Use language structure such as common grade-appropriate prefixes and suffixes, context clues, and any text-embedded definitions. | Discern the meaning of unfamiliar words or phrases through knowledge of word structure (root words, prefixes, suffixes, abbreviations), language structure through reading words in text (word order, grammar, syntax), and context (e.g., cause/effect relationships and comparisons in text). | Analyze spelling, word and sentence structure, and context, which may require an understanding of the whole text, to clarify the meaning of unfamiliar and multiple meaning words and phrases.  |
| L.5.4.b | Identify below-grade-level common affixes or roots. | Use below-grade-level common Greek and Latin affixes as clues to the meaning of a word. | Use common, grade-appropriate Greek and Latin affixes as clues to the meaning of a word. | Analyze affixes and roots to discern the meaning of a word. |
| L.5.4.c | Consult a dictionary (print or digital) to find the pronunciation or identify the meaning of a key word. | Consult a thesaurus (print or digital) to find the pronunciation and determine the meaning of a key word. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | Consult reference materials to identify alternate meanings of a word or extend knowledge of a word (synonyms, antonyms, related words).  |
| L.5.5.a | Identify an example of figurative language. | Use context clues to understand the meaning of an example of simple figurative language or a word relationship. | Interpret figurative language, including similes and metaphors, in context. | Analyze the meaning of complex figurative language in context. |
| L.5.5.b | Identify a common idiom. | Identify and/or explain the meaning of common idioms.  | Recognize and explain the meaning of common idioms, adages, and proverbs. | Analyze the meanings of idioms, adages, and proverbs, using specific and relevant details to support the analysis. |
| L.5.5.c | Identify words that are synonyms or antonyms.  | Explain the relationship between two words (synonyms or antonyms). | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | Use word relationships to analyze multiple word meanings, supporting the analysis with specific and relevant details. |
| L.5.6 | Use or identify high-frequency vocabulary; use or identify explicit domain-specific vocabulary with a precise meaning in the text; use or identify simple words that signal a simple if/then relationship. | Use or identify common, general vocabulary; use domain-specific vocabulary with closely-connected support from the text; use words that signal contrast or a logical relationship. | Accurately use grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | Use above-grade-level general academic and domain-specific vocabulary, including complex words and phrases that signal logical or subtle relationships. |