



Achievement Level Descriptors (ALDs)

English Language Arts

Grades 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 Descriptors (ALDs)
English Language Arts
Grade 3

	Far Below Proficient	Below Proficient	Proficient	Advanced
Overall for Reports – not specific to grade level or content	Student may partially meet the standards but has significant gaps in knowledge and skills of current grade-level content.	Student partially meets the standards and may have gaps in knowledge and skills but is capable of most grade-level content.	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
Reading				
	A student at this level	A student at this level	A student at this level	A student at this level
RL.3.10, RI.3.10	<ul style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 3 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 3 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 3 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 3 text complexity level.
RL.3.1	<ul style="list-style-type: none"> attempts to ask and answer questions to demonstrate understanding of the text. 	<ul style="list-style-type: none"> asks and answers questions to demonstrate understanding of texts (e.g., making basic inferences and predictions), referring to the text as the basis for answers. 	<ul style="list-style-type: none"> asks and answers questions to demonstrate understanding of texts (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for answers. 	<ul style="list-style-type: none"> asks and answers complex questions to demonstrate understanding of texts (e.g., making inferences and predictions), referring explicitly to the text as the basis for answers.
RL.3.2	<ul style="list-style-type: none"> attempts to determine the author’s explicitly stated purpose, message, lesson, or moral; summarizes stories in which the beginning and the end are in correct sequence, including fables and 	<ul style="list-style-type: none"> determines the author’s explicitly stated purpose, message, lesson, or moral and explains how it is conveyed through details in the text; summarizes stories in mostly correct sequence, including fables and 	<ul style="list-style-type: none"> determines the author’s purpose, message, lesson, or moral and explains how it is conveyed through key details in the text; summarizes stories in correct sequence, including fables and 	<ul style="list-style-type: none"> determines the author’s implied purpose, message, lesson, or moral and explains in depth how it is conveyed through key details in the text; summarizes stories in depth in correct sequence, including fables and

RL.3.3	<p>folktales from diverse cultures.</p> <ul style="list-style-type: none"> attempts to describe characters in a story (e.g., their traits, motivations, or feelings) and attempts to explain how their actions contribute to the story. 	<p>folktales from diverse cultures.</p> <ul style="list-style-type: none"> describes characters in a story (e.g., their traits, motivations, or feelings) and simplistically explains how their actions contribute to the story. 	<p>folktales from diverse cultures.</p> <ul style="list-style-type: none"> describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events (e.g., creating or solving a problem). 	<p>folktales from diverse cultures.</p> <ul style="list-style-type: none"> describes complexity of the characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events (e.g., creating or solving a problem).
RL.3.4	<ul style="list-style-type: none"> attempts to determine the explicit meaning of basic words and phrases as they are used in a text while attempting to identify literal and figurative language. 	<ul style="list-style-type: none"> determines the explicit meaning of words and phrases as they are used in a text, identifying most literal and figurative language. 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales). 	<ul style="list-style-type: none"> consistently determines the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of complex figurative language (e.g., exaggeration in tall tales).
RL.3.5	<ul style="list-style-type: none"> refers to basic elements of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza; identifies how one part builds on earlier sections. 	<ul style="list-style-type: none"> refers to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza; describes how one part builds on earlier sections. 	<ul style="list-style-type: none"> refers to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections. 	<ul style="list-style-type: none"> refers to detailed specific parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza; describes in depth how each successive part builds on earlier sections.
RL.3.6	<ul style="list-style-type: none"> attempts to distinguish his or her own point of view from explicit points of view of the narrator or characters. 	<ul style="list-style-type: none"> distinguishes his or her own point of view from explicit points of view of the narrator or those of the characters. 	<ul style="list-style-type: none"> distinguishes his or her own point of view from that of the narrator or those of the characters. 	<ul style="list-style-type: none"> distinguishes his or her own point of view from implied points of view of the narrator or those of the characters.

RL.3.7	<ul style="list-style-type: none"> attempts to explain how specific aspects of a text's illustrations show elements of a story. 	<ul style="list-style-type: none"> explains simplistically how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. 	<ul style="list-style-type: none"> explains how specific 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). 	<ul style="list-style-type: none"> explains in depth how specific 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).
RL.3.9	<ul style="list-style-type: none"> attempts to compare or contrast stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	<ul style="list-style-type: none"> compares and/or contrasts explicit themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	<ul style="list-style-type: none"> compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	<ul style="list-style-type: none"> compares and contrasts the complex, implicit themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RI.3.1	<ul style="list-style-type: none"> attempts to ask and answer questions to demonstrate understanding of the text. 	<ul style="list-style-type: none"> asks and answers questions to demonstrate some understanding of texts (e.g., making basic inferences and predictions), referring explicitly to the text as the basis for answers. 	<ul style="list-style-type: none"> asks and answers questions to demonstrate understanding of texts (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to details from the text as the basis for answers. 	<ul style="list-style-type: none"> asks and answers complex questions to demonstrate understanding of texts (e.g., making inferences and predictions), referring explicitly to the text as the basis for answers.
RI.3.2	<ul style="list-style-type: none"> attempts to determine the explicit main idea of a text and attempts to identify details that support the main idea; attempts to summarize some main ideas or events in a text. 	<ul style="list-style-type: none"> determines the explicit main idea of most texts and identifies details that support the main idea; summarizes some main ideas or events in a text. 	<ul style="list-style-type: none"> determines the main idea of a text and locates details that support the main idea; paraphrases or summarizes main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea. 	<ul style="list-style-type: none"> determines the implied main idea of a text and locates details that support the main idea; paraphrases or summarizes main ideas or events in a multi-paragraph text, including correct sequence and

RI.3.3	<ul style="list-style-type: none"> attempts to describe the basic relationship among historical events, scientific ideas, or concepts, or some steps in technical procedures in a text, using language that attempts to address time or sequence. 	<ul style="list-style-type: none"> describes the basic relationship or connection among a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	<ul style="list-style-type: none"> describes the relationship or connection among a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	<p>details that support the main idea.</p> <ul style="list-style-type: none"> describes in depth the relationship or connection among a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using specific and academic language that pertains to time, sequence, and cause/effect.
RI.3.4	<ul style="list-style-type: none"> attempts to determine the meaning of basic academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 	<ul style="list-style-type: none"> determines the explicit meaning of basic academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 	<ul style="list-style-type: none"> determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 	<ul style="list-style-type: none"> consistently determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	<ul style="list-style-type: none"> attempts to use simple text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in texts. 	<ul style="list-style-type: none"> uses simple text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic. 	<ul style="list-style-type: none"> uses text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> uses complex text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic effectively.
RI.3.6	<ul style="list-style-type: none"> attempts to determine an explicit author's purpose; attempts to distinguish an explicit point of view of the author of a text. 	<ul style="list-style-type: none"> determines author's purpose; distinguishes own point of view from an explicit point of view of the author of a text. 	<ul style="list-style-type: none"> determines author's purpose; distinguishes own point of view from that of the author of a text. 	<ul style="list-style-type: none"> determines author's purpose; distinguishes own point of view from implied point of view of the author of a text.

RI.3.7	<ul style="list-style-type: none"> attempts to use basic information gained from illustrations and direct statements in a text to demonstrate understanding of the text. 	<ul style="list-style-type: none"> uses basic information gained from illustrations and words in a text to demonstrate understanding of the text. 	<ul style="list-style-type: none"> uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	<ul style="list-style-type: none"> consistently uses information gained from illustrations (e.g., maps, photographs) and inferences based on words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	<ul style="list-style-type: none"> attempts to describe basic connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 	<ul style="list-style-type: none"> describes basic connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 	<ul style="list-style-type: none"> describes logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 	<ul style="list-style-type: none"> describes complex, logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	<ul style="list-style-type: none"> attempts to compare or contrast basic points and details presented in two texts. 	<ul style="list-style-type: none"> compares and/or contrasts basic points and details presented in two texts on the same topic or related topics. 	<ul style="list-style-type: none"> compares and contrasts the most important points and key details presented in two texts on the same topic or related topics. 	<ul style="list-style-type: none"> compares and contrasts in depth the most important points and key details presented in two texts on the same topic or related topics.

Writing

	A student at this level	A student at this level	A student at this level	A student at this level
W.3.1	<ul style="list-style-type: none">attempts to write basic opinion pieces on topics or texts, to vaguely support a point of view with fact- or text-based reasons: simply introduces the topic or text he or she is writing about, states a simple opinion and attempts to create an organizational structure that lists one or two fact- or text-based reasons; provides very basic reasons that somewhat support the opinion; attempts to link the opinion and reasons using words and phrases; attempts to provide a concluding statement or section that restates the basic opinion.	<ul style="list-style-type: none">writes basic opinion pieces on topics or texts, to support a point of view with fact- or text-based reasons (e.g., <i>I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can</i>): introduces the topic or text he or she is writing about, states a basic opinion and creates an organizational structure that lists some fact- or text-based reasons; provides simple reasons that support the opinion; sometimes links the opinion and reasons using some words and phrases (e.g., <i>because, therefore, since, for example</i>); provides a concluding statement or section that simply restates the opinion.	<ul style="list-style-type: none">writes opinion pieces on topics or texts, to support a point of view with fact- or text-based reasons (e.g., <i>I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can</i>): introduces the topic or text he or she is writing about, states an opinion and creates an organizational structure that lists fact- or text-based reasons; provides reasons that support the opinion; links the opinion and reasons using words and phrases (e.g., <i>because, therefore, since, for example</i>); provides a concluding statement or section that reinforces or restates the opinion.	<ul style="list-style-type: none">writes complex opinion pieces on topics or texts, to support a point of view with fact- or text-based reasons (e.g., <i>I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can</i>): clearly introduces the topic or text he or she is writing about, states a well-developed opinion and creates a clear organizational structure that lists fact- or text-based reasons; provides relevant reasons that clearly support the opinion; links the opinion and reasons using words and phrases (e.g., <i>because, therefore, since, for example</i>); provides an effective concluding statement or section that reinforces or restates the opinion.
W.3.2	<ul style="list-style-type: none">attempts to write basic informative/explanatory texts about a topic: attempts to introduce a topic; may include labeled or captioned visuals related to the	<ul style="list-style-type: none">writes basic informative/explanatory texts to examine a topic and convey ideas and information: introduces a topic and sometimes groups related	<ul style="list-style-type: none">writes informative/explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic and groups related	<ul style="list-style-type: none">writes complex informative/explanatory texts to examine a topic and convey ideas and information clearly: clearly introduces a topic and groups related information

<p>W.3.3</p>	<p>topic; attempts to develop the topic with facts that support the focus; attempts to use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas; attempts to provide a basic concluding statement.</p> <ul style="list-style-type: none"> attempts to write basic narrative texts to develop simple real or imagined characters, experiences, or events using basic narrative techniques (dialogue, description, problem-solution) and event sequences (chronology); attempts to establish a context or situation and basically introduces a narrator and/or characters; basically organizes an event sequence; uses narrative techniques such as dialogue and description to describe 	<p>information; may include labeled or captioned visuals when useful to aiding comprehension; develops the topic with facts, definitions, and details; uses some linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas; provides a concluding statement or section that restates the focus of the text.</p> <ul style="list-style-type: none"> writes basic narrative texts to develop real or imagined characters, experiences, or events using some narrative techniques (dialogue, description, problem-solution) and event sequences (chronology); establishes a basic context or situation and introduces a narrator and/or characters; organizes an event sequence that unfolds somewhat naturally; uses narrative techniques such as dialogue, description, and concrete and sensory details to 	<p>information together; includes labeled or captioned visuals when useful to aiding comprehension; develops the topic with facts, definitions, details, and explanations that support the focus; uses linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information; provides a concluding statement or section that paraphrases the focus of the text.</p> <ul style="list-style-type: none"> writes narrative texts to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); establishes a context or situation and introduces a narrator and/or characters; organizes an event sequence that unfolds naturally; uses narrative techniques such as dialogue, description and elaboration, and concrete and sensory 	<p>together; includes relevant labeled or captioned visuals when useful to aiding comprehension; precisely develops the topic with relevant facts, definitions, details, and explanations that support the focus; uses precise linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information; provides an effective and/or comprehensive concluding statement or section that paraphrases the focus of the text.</p> <ul style="list-style-type: none"> writes complex narrative texts to fully develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); establishes an elaborate context or situation and introduces a narrator and/or characters; clearly organizes an event sequence that unfolds naturally; uses several narrative techniques such as dialogue, description,
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	actions and to develop events; attempts to use transitional words to signal event sequences (e.g., <i>later</i>); attempts to provide a sense of closure (e.g., how a problem was solved or how the event ended).	describe actions and feelings and to develop some experiences and events showing the response of some characters to situations or problems; uses some transitional words and phrases to signal event sequences (e.g., <i>later</i> , <i>soon after</i>); provides a basic sense of closure (e.g., how a problem was solved or how the event ended).	details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems; uses transitional words and phrases to signal event sequences (e.g., <i>later</i> , <i>soon after</i>); provides a sense of closure (e.g., how a problem was solved or how the event ended).	and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to fully develop experiences and events clearly showing the response of characters to situations or problems; uses transitional words and phrases to clearly signal event sequences (e.g., <i>later</i> , <i>soon after</i>); provides a concrete sense of closure (e.g., how a problem was solved or how the event ended).
W.3.4	<ul style="list-style-type: none"> attempts to produce writing in which development and organization are basic for task and purpose. 	<ul style="list-style-type: none"> produces writing in which development and organization are basic for task and purpose. 	<ul style="list-style-type: none"> produces writing in which the development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> produces effective writing in which development and organization are effective and appropriate to task and purpose.
W.3.5	<ul style="list-style-type: none"> attempts to develop writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> develops and strengthens basic writing as needed by planning, revising, and/or editing. 	<ul style="list-style-type: none"> develops and strengthens writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> develops and strengthens writing to an advanced level by planning, revising, and editing.
W.3.6	<ul style="list-style-type: none"> uses technology to produce writing projects and to locate information. 	<ul style="list-style-type: none"> uses technology to produce and publish writing as well as to interact with others and to locate information. 	<ul style="list-style-type: none"> uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics. 	<ul style="list-style-type: none"> uses technology to produce and publish complex writing (using keyboarding skills) at an advanced level as well as to interact and collaborate with others and to locate information.

W.3.7	<ul style="list-style-type: none"> attempts to conduct simple, short research projects. 	<ul style="list-style-type: none"> conducts simple, short research projects that build knowledge about topics. 	<ul style="list-style-type: none"> conducts short research projects that build knowledge about a topic. 	<ul style="list-style-type: none"> conducts well-developed, short research projects that build knowledge about a topic.
W.3.8	<ul style="list-style-type: none"> attempts to recall basic information from experiences or gathers basic information from explicit print and digital sources; attempts to take brief notes on sources and sort evidence into provided categories. 	<ul style="list-style-type: none"> recalls basic information from experiences or gathers basic information from print and digital sources; takes simple brief notes on sources and sorts some evidence into provided categories. 	<ul style="list-style-type: none"> recalls information from experiences or gathers information from print and digital sources; takes brief notes on sources and sorts evidence into provided categories. 	<ul style="list-style-type: none"> recalls detailed information from experiences or gathers relevant information from print and digital sources; effectively takes brief notes on sources and clearly sorts evidence into provided categories.

Language

	A student at this level	A student at this level	A student at this level	A student at this level
L.3.1	<ul style="list-style-type: none"> attempts to demonstrate a basic command of the conventions of standard English grammar and usage when writing: attempts to use basic nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English; forms and uses basic regular and irregular plural nouns; uses abstract nouns (e.g., <i>childhood</i>); forms and uses basic regular and irregular verbs; 	<ul style="list-style-type: none"> demonstrates a basic command of the conventions of standard English grammar and usage when writing: uses basic nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English; forms and uses some regular and irregular plural nouns; uses some abstract nouns (e.g., <i>childhood</i>); forms and uses some regular and irregular verbs; forms and uses some simple 	<ul style="list-style-type: none"> demonstrates command of the conventions of standard English grammar and usage when writing: uses nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English; forms and uses regular and irregular plural nouns; uses abstract nouns (e.g., <i>childhood</i>); forms and uses regular and irregular verbs; forms and uses simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses; ensures subject- 	<ul style="list-style-type: none"> demonstrates a comprehensive command of the conventions of standard English grammar and usage when writing: uses precise nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English; forms and uses complex regular and irregular plural nouns; appropriately uses abstract nouns (e.g., <i>childhood</i>); forms and uses complex regular and irregular verbs; forms and

<p>L.3.2</p>	<p>attempts to form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses; attempts to ensure subject-verb and pronoun-antecedent agreement; attempts to form and use basic comparative and superlative adjectives and adverbs; attempts to use coordinating and subordinating conjunctions; attempts to produce simple and compound sentences.</p> <ul style="list-style-type: none"> attempts to demonstrate a basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: attempts to capitalize appropriate words in titles; attempts to use commas in addresses; attempts to use commas and quotation marks in dialogue; attempts to form and use possessives; attempts to use conventional spelling for high-frequency and other studied words and for adding simple 	<p>(e.g., <i>I walked; I walk; I will walk</i>) verb tenses; ensures basic subject-verb and pronoun-antecedent agreement; forms and uses some comparative and superlative adjectives and adverbs, and chooses between them sometimes depending on what is to be modified; uses some coordinating and subordinating conjunctions; produces simple and compound sentences, and some complex sentences.</p> <ul style="list-style-type: none"> demonstrates a basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalizes some appropriate words in titles; uses some commas in addresses; uses some commas and quotation marks in dialogue; forms and uses some possessives; uses some conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness); uses simple spelling 	<p>verb and pronoun-antecedent agreement; forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified; uses coordinating and subordinating conjunctions; produces simple, compound, and complex sentences.</p> <ul style="list-style-type: none"> demonstrates a command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalizes appropriate words in titles; uses commas in addresses; uses commas and quotation marks in dialogue; forms and uses possessives; uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness); uses spelling patterns and generalizations (e.g., word families, position-based 	<p>uses simple and complex (e.g., <i>I walked; I walk; I will walk</i>) verb tenses; ensures subject-verb and pronoun-antecedent agreement; forms and uses complex comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified; uses complex coordinating and subordinating conjunctions; effectively produces simple, compound, and complex sentences.</p> <ul style="list-style-type: none"> demonstrates a comprehensive command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalizes appropriate words in titles; consistently uses commas in addresses; consistently uses commas and quotation marks in dialogue; consistently forms and uses possessives; uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness);
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<p>L.3.3</p>	<p>suffixes to base words (e.g., sitting, smiled, cries, happiness); attempts to use basic spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; attempts to consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <ul style="list-style-type: none"> attempts to use knowledge of language and its conventions when writing, reading, or listening: attempts to choose words and/or phrases when writing; attempts to recognize and observe differences between the conventions of spoken and written standard English. 	<p>patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; consults some reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <ul style="list-style-type: none"> uses some knowledge of language and its conventions when writing, reading, or listening: chooses words and/or phrases for effect when writing; recognizes and observes some differences between the conventions of spoken and written standard English. 	<p>spellings, syllable patterns, ending rules, meaningful word parts) in writing words; consults reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <ul style="list-style-type: none"> uses knowledge of language and its conventions when writing, reading, or listening: chooses words and phrases for effect when writing; recognizes and observes differences between the conventions of spoken and written standard English. 	<p>consistently uses spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; effectively consults reference materials, including beginning dictionaries, as needed to check and correct spelling.</p> <ul style="list-style-type: none"> consistently uses knowledge of language and its conventions when writing, reading, or listening: chooses precise words and phrases for effect to enhance the message of the writing; recognizes and applies the differences between the conventions of spoken and written standard English.
<p>L.3.4</p>	<ul style="list-style-type: none"> attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from a basic range of strategies: 	<ul style="list-style-type: none"> determines or clarifies the meaning of some unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from a range of strategies: uses simple 	<ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: uses sentence-level 	<ul style="list-style-type: none"> consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a wide range of strategies:

<p>L.3.5</p>	<p>uses basic sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of a new word formed when a known basic affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>); uses a basic known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>); attempts to use glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.</p> <ul style="list-style-type: none"> attempts to demonstrate understanding of basic word relationships and nuances in word meanings: attempts to distinguish literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>); identifies basic real-life connections between words and their uses (e.g., 	<p>sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of a new word formed when a simple known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>); uses a simple known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>); uses simple glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.</p> <ul style="list-style-type: none"> demonstrates a basic understanding of word relationships and nuances in word meanings: distinguishes some literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>); identifies simple real-life connections between words and their uses (e.g., describes people who are <i>friendly</i> or 	<p>context as a clue to the meaning of a word or phrase; determines the meaning of a new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>); uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"> demonstrates understanding of word relationships and nuances in word meanings: distinguishes literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>); identifies real-life connections between words and their uses (e.g., describes people who are <i>friendly</i> or <i>helpful</i>); distinguishes shades of 	<p>effectively uses sentence-level context as a clue to the meaning of a word or phrase; consistently determines the meaning of a new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>); effectively uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>); effectively uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"> consistently demonstrates an understanding of word relationships and nuances in word meanings: consistently distinguishes literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>); identifies relevant real-life connections between words and their uses (e.g., describes people who are <i>friendly</i> or <i>helpful</i>);
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<p>L.3.6</p>	<p>describes people who are <i>friendly</i> or <i>helpful</i>); attempts to distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as <i>knew</i>, <i>believed</i>).</p> <ul style="list-style-type: none"> attempts to use basic grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). 	<p><i>helpful</i>); distinguishes simple shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as <i>knew</i>, <i>believed</i>).</p> <ul style="list-style-type: none"> uses basic grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). 	<p>meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as <i>knew</i>, <i>believed</i>).</p> <ul style="list-style-type: none"> accurately uses grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). 	<p>distinguishes complex shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as <i>knew</i>, <i>believed</i>).</p> <ul style="list-style-type: none"> accurately uses unfamiliar grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
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Achievement Level Descriptors (ALDs)
English Language Arts
Grade 4

	Far Below Proficient	Below Proficient	Proficient	Advanced
Overall for Reports – not specific to grade level or content	Student may partially meet the standards but has significant gaps in knowledge and skills of current grade-level content.	Student partially meets the standards and may have gaps in knowledge and skills but is capable of most grade-level content.	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
Reading				
	A student at this level	A student at this level	A student at this level	A student at this level
RL.4.10, RI.4.10	<ul style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 4 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 4 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 4 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 4 text complexity level.
RL.4.1	<ul style="list-style-type: none"> attempts to refer to details and examples in a text when explaining what the text says explicitly. 	<ul style="list-style-type: none"> refers to details and examples in a text when explaining what the text says explicitly and draws simple inferences from the text. 	<ul style="list-style-type: none"> refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ul style="list-style-type: none"> refers to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text.
RL.4.2	<ul style="list-style-type: none"> attempts to determine an explicitly stated theme or author’s message, or purpose of a story, drama, or poem; summarizes main ideas or events, some of which are in correct sequence. 	<ul style="list-style-type: none"> determines an explicit theme or author’s message, or purpose of a story, drama, or poem using details and evidence from the text as support; summarizes main ideas or events, in mostly correct 	<ul style="list-style-type: none"> determines a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarizes main ideas or events, in correct sequence, 	<ul style="list-style-type: none"> determines an implied theme or author’s message, or purpose of a story, drama, or poem using details and evidence from the text as support; summarizes main ideas or events in depth in correct

RL.4.3	<ul style="list-style-type: none"> attempts to describe a character, setting, or event in a story or drama, drawing on details in the text (e.g., a character’s thoughts, words, or actions). 	<p>sequence, including how conflicts are resolved.</p> <ul style="list-style-type: none"> describes a character, a setting, or event in a story or drama, drawing on details in the text (e.g., a character’s thoughts, words, or actions). 	<p>including how conflicts are resolved.</p> <ul style="list-style-type: none"> describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 	<p>sequence, including how conflicts are resolved.</p> <ul style="list-style-type: none"> describes in depth a character, setting, or event in a story or drama, drawing on implied and specific details in the text (e.g., a character’s thoughts, words, or actions).
RL.4.4	<ul style="list-style-type: none"> attempts to determine the meanings of basic words and phrases as they are used in a text, including some use of figurative language and literary devices (e.g., imagery, metaphors, similes). 	<ul style="list-style-type: none"> determines the meanings of basic words and phrases as they are used in a text, including use of most figurative language and literary devices (e.g., imagery, metaphors, similes). 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes). 	<ul style="list-style-type: none"> consistently determines the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).
RL.4.5	<ul style="list-style-type: none"> attempts to explain differences between poems, drama, and/or prose, and refers to the basic structural elements of poems (e.g., verse and rhythm) and/or dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. 	<ul style="list-style-type: none"> explains differences between poems, drama, and prose, and refers to the simple structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. 	<ul style="list-style-type: none"> explains major differences between poems, drama, and prose, and refers to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. 	<ul style="list-style-type: none"> explains major differences between poems, drama, and prose, and refers to the complex structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text.

RL.4.6	<ul style="list-style-type: none"> attempts to compare and contrast explicit points of view from which different stories are narrated, including the difference between first- and third-person narrations. 	<ul style="list-style-type: none"> compares and contrasts explicit points of view from which different stories are narrated, including the difference between first- and third-person narrations. 	<ul style="list-style-type: none"> compares and contrasts the points 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. 	<ul style="list-style-type: none"> compares and contrasts implied points 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.
RL.4.7	<ul style="list-style-type: none"> attempts to make basic connections between the text of the story or drama and the visual or oral presentation of the text. 	<ul style="list-style-type: none"> makes simple connections between the text of a story or drama and the visual or oral presentation of the text. 	<ul style="list-style-type: none"> makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 	<ul style="list-style-type: none"> makes connections between implied information within the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9	<ul style="list-style-type: none"> attempts to compare or contrast explicit themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature. 	<ul style="list-style-type: none"> compares and contrasts the treatment of similar, explicit themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature. 	<ul style="list-style-type: none"> compares and contrasts the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature. 	<ul style="list-style-type: none"> compares and contrasts the treatment of similar, implicit themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.
RI.4.1	<ul style="list-style-type: none"> attempts to locate explicit information from the text to explain what the text 	<ul style="list-style-type: none"> locates explicit information in the text to explain what the text says explicitly and 	<ul style="list-style-type: none"> locates explicit information in the text to explain what the text says explicitly and 	<ul style="list-style-type: none"> locates extensive, explicit information in the text to explain what the text says

RI.4.2	<p>says explicitly and to support basic inferences drawn from the text.</p> <ul style="list-style-type: none"> attempts to determine the explicit main idea of a text and explain how it is supported by key details of a text. 	<p>to support simple inferences drawn from the text.</p> <ul style="list-style-type: none"> determines the explicit main idea of a text and explains simplistically how it is supported by key details; provides a basic summary of the text with a mostly correct sequence of ideas, events, or procedures. 	<p>to support inferences drawn from the text.</p> <ul style="list-style-type: none"> determines the main idea of a text and explains how it is supported by key details; paraphrases or summarizes key ideas, events, or procedures including correct sequence when appropriate. 	<p>explicitly and to support complex inferences drawn from the text.</p> <ul style="list-style-type: none"> determines the implied main idea of a text and explains how it is supported by key details; paraphrases or summarizes key ideas, events, or procedures in depth, including correct sequence when appropriate.
RI.4.3	<ul style="list-style-type: none"> attempts to explain basic relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on information in the text. 	<ul style="list-style-type: none"> explains basic 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. 	<ul style="list-style-type: none"> explains 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. 	<ul style="list-style-type: none"> explains complex 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 or inferred information in the text.
RI.4.4	<ul style="list-style-type: none"> attempts to determine the meaning of basic academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 	<ul style="list-style-type: none"> determines the meaning of some academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 	<ul style="list-style-type: none"> determines the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 	<ul style="list-style-type: none"> consistently determines the meaning of academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5	<ul style="list-style-type: none"> attempts to describe the basic structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or explicitly part of a text. 	<ul style="list-style-type: none"> describes simplistically 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. 	<ul style="list-style-type: none"> describes 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. 	<ul style="list-style-type: none"> describes thoroughly how the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text contributes to its meaning.
RI.4.6	<ul style="list-style-type: none"> attempts to determine author's purpose; attempts to compare or contrast a firsthand and secondhand account of the same event or topic. 	<ul style="list-style-type: none"> determines author's purpose; basically compares and contrasts a firsthand and secondhand account of the same event or topic. 	<ul style="list-style-type: none"> determines author's purpose; compares and contrasts a firsthand and secondhand account of the same event or topic; describes the differences in focus and the information provided. 	<ul style="list-style-type: none"> determines author's implied purpose; compares and contrasts a firsthand and secondhand account of the same event or topic; describes the implicit differences in focus and the information provided.
RI.4.7	<ul style="list-style-type: none"> attempts to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines) and attempts to explain how the information contributes to an understanding of the text in which it appears. 	<ul style="list-style-type: none"> interprets some information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines) and simplistically explains how the information contributes to an understanding of the text in which it appears. 	<ul style="list-style-type: none"> interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears. 	<ul style="list-style-type: none"> thoroughly interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines) and explains how the information contributes to an understanding of the text in which it appears.

RI.4.8	<ul style="list-style-type: none"> attempts to explain how an author uses basic reasoning and evidence to support particular points in a text. 	<ul style="list-style-type: none"> explains how an author uses basic reasoning and evidence to support particular points in a text. 	<ul style="list-style-type: none"> explains how an author uses reasons and evidence to support particular points in a text. 	<ul style="list-style-type: none"> thoroughly explains how an author uses reasons and evidence to support particular points in a text.
RI.4.9	<ul style="list-style-type: none"> attempts to integrate basic information from two texts on the same topic or related topics in order to write about the subject. 	<ul style="list-style-type: none"> integrates basic information from two texts on the same topic or related topics in order to write about the subject knowledgeably. 	<ul style="list-style-type: none"> integrates information from two texts on the same topic or related topics in order to write about the subject knowledgeably. 	<ul style="list-style-type: none"> thoroughly integrates information from two texts on the same topic or related topics in order to write about the subject knowledgeably.

Writing

	A student at this level	A student at this level	A student at this level	A student at this level
W.4.1	<ul style="list-style-type: none"> attempts to write basic opinion pieces on topics or texts, supporting a point of view with basic fact- or text-based reasons and information (e.g., The character ___ was brave because she ___.): attempts to introduce a topic or text, attempts to state a simple opinion, and creates a basic organizational structure; provides basic reasons; attempts to link opinion and reasons using words and 	<ul style="list-style-type: none"> writes basic opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___.): simply introduces a topic or text, states an opinion, and creates a simple organizational structure in which related ideas are grouped; provides simple reasons that are supported by facts and details; sometimes links opinion and reasons using simple words and 	<ul style="list-style-type: none"> writes opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___.): introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose; provides reasons that are supported by facts and details; links 	<ul style="list-style-type: none"> writes complex opinion pieces on topics or texts, clearly supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___.): introduces a topic or text clearly, states a clear opinion, and creates an intricate organizational structure in which related ideas are grouped to support the writer’s purpose; provides solid reasons that are supported by facts and details; consistently links

<p>W.4.2</p>	<p>phrases (e.g., <i>for instance, in order to, in addition</i>); attempts to provide a basic concluding statement or section that restates the opinion presented.</p> <ul style="list-style-type: none"> attempts to write basic informative/explanatory texts to examine a topic and convey ideas and information: attempts to introduce a topic; attempts to include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia; attempts to develop the topic with facts, details; attempts to link ideas using words and phrases (e.g., <i>another, for, example, also, because</i>); attempts to use precise language and domain-specific vocabulary about the topic; provides a basic concluding statement. 	<p>phrases (e.g., <i>for instance, in order to, in addition</i>); provides a basic concluding statement or section that restates the opinion presented.</p> <ul style="list-style-type: none"> writes basic informative/explanatory texts to examine a topic and convey ideas and information: introduces a topic and sometimes groups related information in paragraphs and sections; includes simple formatting (e.g., headings), visuals/diagrams, and multimedia; sometimes develops the topic with facts, concrete details, quotations, or other information that supports the focus; sometimes links ideas within categories of information using familiar words and phrases (e.g., <i>another, for, example, also, because</i>); uses simple, precise language and domain-specific vocabulary to inform 	<p>opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>); provides a concluding statement or section that reinforces or restates the opinion presented.</p> <ul style="list-style-type: none"> writes informative/explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension; develops the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus; links ideas within categories of information using words and phrases (e.g., <i>another, for, example, also, because</i>); uses precise language and domain-specific vocabulary to inform 	<p>opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>); provides a concluding statement or section that thoroughly reinforces or restates the opinion presented.</p> <ul style="list-style-type: none"> writes complex informative/explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic clearly and groups related information in paragraphs and sections; includes intricate formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension; develops the topic with relevant facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus; links ideas within categories of information using words and phrases (e.g., <i>another, for, example, also, because</i>); uses
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<p>W.4.3</p>	<ul style="list-style-type: none"> attempts to use basic narrative writing to develop real or imagined characters, experiences, or events using basic narrative techniques (dialogue and description) and basic event sequences (chronology): attempts to orient the reader by introducing a narrator and/or characters; attempts to organize an event sequence; uses basic narrative techniques, such as dialogue and description, to describe actions and to develop experiences and events; uses a variety of basic transitional words and phrases to develop the sequence of events; uses concrete words and 	<p>about or explain the topic; provides a simple concluding statement or section.</p> <ul style="list-style-type: none"> uses basic narrative writing to develop real or imagined characters, experiences, or events using simple narrative techniques (dialogue, description, problem-solution) and event sequences (chronology): orients the reader by establishing a simple context or situation and introducing a narrator and/or characters; organizes a simple event sequence; uses simple narrative techniques, such as dialogue and description, and concrete details to describe actions and thoughts and to develop experiences 	<p>about or explain the topic; provides a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <ul style="list-style-type: none"> uses narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology): orients the reader by establishing a context or situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally; uses narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters 	<p>precise language and domain-specific vocabulary to thoroughly inform about or explain the topic; provides a comprehensive and/or thorough concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <ul style="list-style-type: none"> uses narrative writing to develop complex real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology): thoroughly orients the reader by establishing a context or situation and introducing a narrator and/or characters; clearly organizes an event sequence that unfolds naturally; uses well-developed narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to clearly describe actions, thoughts, and motivations and to develop experiences and
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	<p>phrases to convey experiences and events; attempts to provide a conclusion.</p>	<p>and events showing the responses of characters to situations, problems, or conflicts; uses a variety of basic transitional words and phrases to develop the sequence of events; uses some concrete words and phrases and sensory details to convey experiences and events; provides a simple conclusion that follows from the narrated experiences or events.</p>	<p>to situations, problems, or conflicts; uses a variety of transitional words and phrases to develop the sequence of events; uses concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely; provides a conclusion that follows from the narrated experiences or events.</p>	<p>events showing the responses of characters to situations, problems, or conflicts; uses a variety of precise transitional words and phrases to develop the sequence of events; uses unfamiliar concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely; provides a thorough conclusion that follows from the narrated experiences or events.</p>
W.4.4	<ul style="list-style-type: none"> attempts to produce basic writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> produces basic writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> produces clear, well-developed, and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	<ul style="list-style-type: none"> attempts to develop writing by planning, revising, and editing. 	<ul style="list-style-type: none"> develops and strengthens basic writing by planning, revising, and/or editing. 	<ul style="list-style-type: none"> develops and strengthens writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> develops and strengthens writing to an advanced level by planning, revising, and editing.

W.4.6	<ul style="list-style-type: none"> attempts to use technology, including the Internet, to produce, edit, and publish writing and to locate information about topics; attempts to demonstrate command of keyboarding skills to type a page in a single sitting. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce, edit, and publish some writing as well as to interact with others and to locate information about topics; demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce, edit, and publish complex writing as well as to interact and collaborate with others and to locate information about topics; demonstrates command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.7	<ul style="list-style-type: none"> attempts to conduct simple, short research projects that build knowledge through investigation of a topic. 	<ul style="list-style-type: none"> conducts simple, short research projects that build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> conducts short research projects that build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> conducts well-developed, short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	<ul style="list-style-type: none"> attempts to recall basic information from experiences or gathers information from print and digital sources; takes basic notes. 	<ul style="list-style-type: none"> recalls basic information from experiences or gathers simple information from print and digital sources; takes simple notes and categorizes information. 	<ul style="list-style-type: none"> recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information, and provides a list of sources. 	<ul style="list-style-type: none"> recalls relevant information from experiences or gathers relevant information from print and digital sources; takes in depth and precise notes and clearly categorizes information, and provides a list of sources.
W.4.9	<ul style="list-style-type: none"> attempts to draw basic evidence from literary or 	<ul style="list-style-type: none"> draws basic evidence from literary or informational texts to 	<ul style="list-style-type: none"> draws evidence from literary or informational texts to 	<ul style="list-style-type: none"> draws relevant evidence from literary or informational texts

	informational texts to support research.	support analysis and research.	support analysis, reflection, and research.	to clearly support analysis, reflection, and research.
Language				
	A student at this level	A student at this level	A student at this level	A student at this level
L.4.1	<ul style="list-style-type: none"> attempts to demonstrate a basic command of the conventions of standard English grammar and usage when writing: attempts to use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (<i>who, whose, whom, which, that</i>), and relative adverbs (<i>where, when, why</i>); attempts to form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses; attempts to use modal auxiliaries (e.g., <i>can, may, must</i>); attempts to convey various conditions; orders basic adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> 	<ul style="list-style-type: none"> demonstrates a basic command of the conventions of standard English grammar and usage when writing: uses familiar nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (<i>who, whose, whom, which, that</i>), and relative adverbs (<i>where, when, why</i>) in order to apply the conventions of English; forms and uses the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses; uses familiar modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions; orders adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>); forms and uses simple prepositional phrases; produces simple complete 	<ul style="list-style-type: none"> demonstrates command of the conventions of standard English grammar and usage when writing: uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (<i>who, whose, whom, which, that</i>), and relative adverbs (<i>where, when, why</i>) appropriate to function and purpose in order to apply the conventions of English; forms and uses the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses; uses modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions; orders adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>); forms and uses prepositional phrases; produces complete sentences, recognizing 	<ul style="list-style-type: none"> demonstrates a comprehensive command of the conventions of standard English grammar and usage when writing: uses precise nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (<i>who, whose, whom, which, that</i>), and relative adverbs (<i>where, when, why</i>) appropriate to function and purpose in order to apply the conventions of English; forms and uses the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses; uses modal auxiliaries (e.g., <i>can, may, must</i>) to clearly convey various conditions; consistently orders adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>); forms and uses

L.4.2	<p><i>rather than a red small bag</i>); attempts to form and use prepositional phrases; attempts to produce complete sentences; attempts to correctly use familiar, frequently confused words (e.g., <i>to, too, two, there, their</i>).</p> <ul style="list-style-type: none"> attempts to demonstrate a basic command of the conventions of standard English capitalization, punctuation, and spelling when writing; attempts to use correct capitalization; attempts to use commas and quotation marks to mark direct speech and quotations from a text; attempts to use a comma before a coordinating conjunction in a compound sentence; attempts to spell grade-appropriate words correctly. 	<p>sentences, recognizes inappropriate fragments and run-ons; correctly uses familiar frequently confused words (e.g., <i>to, too, two, there, their</i>).</p> <ul style="list-style-type: none"> demonstrates a basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: sometimes uses correct capitalization; sometimes uses commas and quotation marks to mark direct speech and quotations from a text; sometimes uses a comma before a coordinating conjunction in a compound sentence; spells familiar grade-appropriate words correctly, consulting provided references. 	<p>and correcting inappropriate fragments and run-ons; correctly uses frequently confused words (e.g., <i>to, too, two, there, their</i>).</p> <ul style="list-style-type: none"> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells grade-appropriate words correctly, consulting provided references as needed. 	<p>unfamiliar prepositional phrases; consistently produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly uses frequently confused unfamiliar words.</p> <ul style="list-style-type: none"> demonstrates comprehensive command of the conventions of standard English capitalization, punctuation, and spelling when writing: consistently uses correct capitalization; consistently uses commas and quotation marks to mark direct speech and quotations from a text; consistently uses a comma before a coordinating conjunction in a compound sentence; spells unfamiliar grade-appropriate words correctly, consulting provided references as needed.
L.4.3	<ul style="list-style-type: none"> attempts to use knowledge of language and its 	<ul style="list-style-type: none"> uses knowledge of language and its conventions when 	<ul style="list-style-type: none"> uses knowledge of language and its conventions when 	<ul style="list-style-type: none"> consistently uses knowledge of language and its conventions

<p>L.4.4</p>	<p>conventions when writing, reading, or listening: attempts to choose words and/or phrases to convey ideas; attempts to choose punctuation for effect; attempts to differentiate between contexts that call for formal English.</p> <ul style="list-style-type: none"> attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing from a basic range of strategies: choosing from a small range of strategies; attempts to determine meaning of unfamiliar words by using knowledge of phonetics and word structure; attempts to use explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; attempts to 	<p>writing, reading, or listening: chooses words and/or phrases to convey ideas; chooses familiar punctuation for effect; differentiates between contexts that call for formal English.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of some unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing from a range of strategies: determines meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax); uses explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; uses some common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of 	<p>writing, reading, or listening: chooses words and phrases to convey ideas precisely; chooses punctuation for effect; differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: determines meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax); uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; uses common grade-appropriate Greek and Latin affixes and roots as 	<p>when writing, reading, or listening: chooses specific words and phrases to convey ideas precisely; chooses appropriate punctuation for effect; differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <ul style="list-style-type: none"> consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a wide range of strategies: consistently determines meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax); consistently uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; uses less familiar or
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<p>L.4.5</p>	<p>use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>); consults reference materials to determine the meaning of words or phrases.</p> <ul style="list-style-type: none"> attempts to demonstrate understanding of basic, figurative language, and basic word relationships: attempts to explain the meaning of basic similes and metaphors (e.g., <i>as pretty as a picture</i>); attempts to recognize and explain the meaning of familiar or common idioms; demonstrates understanding of some familiar words by relating them to their opposites (antonyms) and to words with similar but not identical 	<p>a word (e.g., <i>telegraph, photograph, autograph</i>); consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine the meaning of key words and phrases.</p> <ul style="list-style-type: none"> demonstrates understanding of basic, figurative language, word relationships, and nuances in word meanings: explains the meaning of basic, familiar similes and metaphors (e.g., <i>as pretty as a picture</i>) in context; recognizes and explains the meaning of familiar or common idioms, adages, and proverbs; demonstrates understanding of familiar words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>); consults 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.</p> <ul style="list-style-type: none"> demonstrates understanding of figurative language, word relationships, and nuances in word meanings: explains the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>uncommon grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>); consistently consults 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.</p> <ul style="list-style-type: none"> consistently demonstrates understanding of unfamiliar or complex figurative language, word relationships, and nuances in word meanings: explains the meaning of unfamiliar similes and metaphors in context; recognizes and thoroughly explains the meaning of unfamiliar idioms, adages, and proverbs; demonstrates understanding of unfamiliar words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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L.4.6	<p>meanings (synonyms).</p> <ul style="list-style-type: none"> acquires and attempts to accurately use some general academic and domain-specific words and phrases, including those that signal actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation). 	<ul style="list-style-type: none"> acquires and accurately uses some general academic and domain-specific words and phrases, including those that signal actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation). 	<ul style="list-style-type: none"> acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation). 	<ul style="list-style-type: none"> acquires and accurately uses unfamiliar grade-appropriate general academic and domain-specific words and phrases, including those that signal precise, unfamiliar actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).
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Achievement Level Descriptors (ALDs)
English Language Arts
Grade 5

	Far Below Proficient	Below Proficient	Proficient	Advanced
Overall for Reports – not specific to grade level or content	Student may partially meet the standards but has significant gaps in knowledge and skills of current grade-level content.	Student partially meets the standards and may have gaps in knowledge and skills but is capable of most grade-level content.	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
Reading				
	A student at this level	A student at this level	A student at this level	A student at this level
RL.5.10, RI.5.10	<ul style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 5 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 5 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 5 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 5 text complexity level.
RL.5.1	<ul style="list-style-type: none"> attempts to locate explicit information in the text to support basic inferences drawn from the text; quotes from a text when explaining what the text says explicitly and when drawing simplistic inferences from the text. 	<ul style="list-style-type: none"> locates explicit information in the text to support basic inferences drawn from the text; quotes from a text when explaining what the text says explicitly and when drawing simplistic inferences from the text. 	<ul style="list-style-type: none"> locates explicit information in the text to support inferences drawn from the text; quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ul style="list-style-type: none"> locates explicit information in the text to support complex inferences drawn from the text; quotes accurately from a text when explaining what the text says explicitly and when drawing complex inferences from the text.
RL.5.2	<ul style="list-style-type: none"> attempts to determine an explicit theme or an author’s message or a purpose of a story, drama, or poem; 	<ul style="list-style-type: none"> determines an explicit theme or an author’s message or a purpose of a story, drama, or poem using some details and evidence from the text as support; simplistically 	<ul style="list-style-type: none"> determines a theme or an author’s message or a purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or 	<ul style="list-style-type: none"> determines an implied theme or an author’s message or a purpose of a story, drama, or poem using details and evidence from the text as support,

	attempts to summarize main ideas or events.	summarizes main ideas or events, with some in correct order.	drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes main ideas or events, in correct sequence.	including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes main ideas or events in depth, in correct sequence.
RL.5.3	<ul style="list-style-type: none"> attempts to compare and contrast two or more characters, settings, or events in stories or dramas, drawing on explicit details in the text. 	<ul style="list-style-type: none"> compares and contrasts two or more characters, settings, or events in stories or dramas, drawing on explicit details in the text. 	<ul style="list-style-type: none"> compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved). 	<ul style="list-style-type: none"> compares and contrasts, at an in-depth level, two or more characters, settings, or events in stories or dramas, drawing on specific and subtle details in the text (e.g., how characters interact, how conflicts are resolved).
RL.5.4	<ul style="list-style-type: none"> attempts to determine the meanings of basic words and phrases as they are used in a text, including some use of figurative language and literary devices. (e.g., imagery, metaphors, analogies, hyperbole). 	<ul style="list-style-type: none"> determines the meanings of basic words and phrases as they are used in a text, including most figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole). 	<ul style="list-style-type: none"> determines the meanings of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole). 	<ul style="list-style-type: none"> consistently determines the meanings of words and phrases as they are used in a text, including complex figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).
RL.5.5	<ul style="list-style-type: none"> attempts to explain how a series of chapters, scenes, or stanzas fits into the structure of a particular story, drama, or poem. 	<ul style="list-style-type: none"> explains how a series of chapters, scenes, or stanzas fits into the structure of a particular story, drama, or poem. 	<ul style="list-style-type: none"> explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 	<ul style="list-style-type: none"> explains in depth how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6	<ul style="list-style-type: none"> attempts to basically describe how a narrator's or speaker's point of view (e.g., first person, third person) influences events or characters. 	<ul style="list-style-type: none"> describes basically 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 developed. 	<ul style="list-style-type: none"> describes 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 developed and portrayed. 	<ul style="list-style-type: none"> describes how a narrator's or speaker's point of view (e.g., first person, third person) influences how complete events are described or how complex characters are developed and portrayed.
RL.5.7	<ul style="list-style-type: none"> attempts to analyze basically how visual and multimedia elements contribute to the meaning of a text. 	<ul style="list-style-type: none"> analyze basically how visual and multimedia elements contribute to the meaning of a text. 	<ul style="list-style-type: none"> analyzes how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 	<ul style="list-style-type: none"> consistently analyzes how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.9	<ul style="list-style-type: none"> attempts to compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to basic themes and plot development. 	<ul style="list-style-type: none"> compares and contrasts stories in the same genre (e.g., mysteries, adventure stories) on their approaches to basic themes and plot development. 	<ul style="list-style-type: none"> compares and contrasts stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and plot development. 	<ul style="list-style-type: none"> compares and contrasts stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar complex themes and plot development.
RI.5.1	<ul style="list-style-type: none"> attempts to locate explicit information in a text to support basic inferences drawn from the text. 	<ul style="list-style-type: none"> locates explicit information in a text to support basic inferences drawn from the text. 	<ul style="list-style-type: none"> locates explicit information in a text to explain what the text says explicitly and to support inferences drawn from the text. 	<ul style="list-style-type: none"> locates explicit information in the text to support complex inferences drawn from the text.
RI.5.2	<ul style="list-style-type: none"> attempts to determine the explicit main idea and subtopics of a text and explain how they 	<ul style="list-style-type: none"> determines the explicit main idea and subtopics of a text and explains how they are supported by 	<ul style="list-style-type: none"> determines the main idea and subtopics of a text and explains how they are supported by key details; 	<ul style="list-style-type: none"> determines the main idea and subtopics of a text and thoroughly explains how they are supported

<p>RI.5.3</p>	<p>are supported by details; attempts to paraphrase or summarize basic ideas, events, or procedures, including some correct sequence when appropriate.</p> <ul style="list-style-type: none"> attempts to explain the basic relationships (e.g., cause-effect) or interactions between two individuals, events, ideas, or concepts in a text. 	<p>details; paraphrases or summarizes basic ideas, events, or procedures, including some correct sequence when appropriate.</p> <ul style="list-style-type: none"> explains the basic relationships (e.g., cause-effect) or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text. 	<p>paraphrases or summarizes key ideas, events, or procedures, including correct sequence when appropriate.</p> <ul style="list-style-type: none"> explains 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. 	<p>by key details; paraphrases or summarizes key ideas, events, or procedures extensively, including correct sequence when appropriate.</p> <ul style="list-style-type: none"> explains the complex relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using evidence from the text to support the analysis.
<p>RI.5.4</p>	<ul style="list-style-type: none"> attempts to determine the explicit meaning of basic academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 	<ul style="list-style-type: none"> determines the explicit meaning of basic academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 	<ul style="list-style-type: none"> determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 	<ul style="list-style-type: none"> consistently determines the meaning of academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<p>RI.5.5</p>	<ul style="list-style-type: none"> attempts to compare or contrast the structure of events, ideas, concepts, or information in two or more texts. 	<ul style="list-style-type: none"> compares and/or contrasts the general structure of events, ideas, concepts, or information in two or more texts. 	<ul style="list-style-type: none"> compares and contrasts the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 	<ul style="list-style-type: none"> compares and contrasts thoroughly the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6	<ul style="list-style-type: none"> attempts to determine author's purpose; attempts to basically analyze the point of view in multiple accounts of the same event or topic. 	<ul style="list-style-type: none"> determines author's purpose; basically analyzes how multiple accounts of the same event or topic have similar points of view. 	<ul style="list-style-type: none"> determines author's purpose; analyzes multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events). 	<ul style="list-style-type: none"> determines author's implied purpose; comprehensively analyzes multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events).
RI.5.7	<ul style="list-style-type: none"> attempts to draw on explicit information from multiple print or digital sources in order to locate an answer to a question. 	<ul style="list-style-type: none"> draws on explicit information from multiple print or digital sources, demonstrating the simplistic ability to locate an answer to a question or to solve a problem. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> draws on information from multiple print or digital sources, making inferences and demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	<ul style="list-style-type: none"> attempts to explain how an author uses some reasons and evidence to support particular points in a text, identifying which of those reasons and evidence support which point(s). 	<ul style="list-style-type: none"> explains how an author uses some reasons and evidence to support particular points in a text, identifying which of those reasons and evidence support which point(s). 	<ul style="list-style-type: none"> explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 	<ul style="list-style-type: none"> explains thoroughly how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	<ul style="list-style-type: none"> attempts to integrate basic, explicit information from two texts on the same topic to write about the subject knowledgeably. 	<ul style="list-style-type: none"> integrates explicit information from two texts on the same topic to write about the subject knowledgeably. 	<ul style="list-style-type: none"> integrates information from several texts on the same topic to write about the subject knowledgeably. 	<ul style="list-style-type: none"> integrates implicit information from several texts on the same topic to write knowledgeably about the subject.

Writing				
	A student at this level	A student at this level	A student at this level	A student at this level
W.5.1	<ul style="list-style-type: none"> attempts to write basic opinion pieces on topics or texts, vaguely supporting a point of view with fact- or text-based reasons and information; attempts to introduce a topic or text, states an opinion, and attempts to create an organizational structure in which ideas are grouped to support the writer's purpose; attempts to provide basic reasons that are supported by facts and details; attempts to link opinion and reasons using words, phrases, and clauses; attempts to provide a basic concluding statement that restates the opinion presented. 	<ul style="list-style-type: none"> writes basic opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information: introduces a topic or text, states a simple opinion, and creates a basic organizational structure in which ideas are logically grouped to support the writer's purpose; provides reasons that are supported by facts and details; sometimes links opinion and reasons using simple words, phrases, and clauses; provides a simple concluding statement or section that reinforces or restates the opinion presented. 	<ul style="list-style-type: none"> writes opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information: introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose; provides logically ordered reasons that are supported by facts and details; links opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically, most of all</i>); provides a concluding statement or section that reinforces or restates the opinion presented. 	<ul style="list-style-type: none"> writes complex opinion pieces on topics or texts, thoroughly supporting a point of view with fact- or text-based reasons and information: effectively introduces a topic or text, skillfully states an opinion, and creates an organizational structure in which all ideas are logically grouped to support the writer's purpose; provides logically ordered relevant reasons that are supported by facts and details; accurately links opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically, most of all</i>); provides an effective concluding statement or section that reinforces or restates the opinion presented.
W.5.2	<ul style="list-style-type: none"> attempts to write basic informative/explanatory texts about a topic: attempts to introduce a topic, attempts to provide a general observation and focus, and group related information; attempts 	<ul style="list-style-type: none"> writes basic informative/explanatory texts to examine a topic and convey ideas and information: simplistically introduces a topic, provides a simplistic observation and focus, and sometimes groups 	<ul style="list-style-type: none"> writes informative/explanatory texts to examine a topic and convey ideas and information clearly: introduces a topic clearly, provides a general observation and focus, and groups related 	<ul style="list-style-type: none"> writes complex informative/explanatory texts to thoroughly examine a topic and convey ideas and information clearly: introduces a topic clearly and concisely, provides a relevant, general

<p>W.5.3</p>	<p>to include formatting (e.g., headings), visuals/graphics, and/or multimedia; attempts to develop the topic with basic facts, definitions, details, quotations, or other information and examples that support the topic; attempts to link ideas within and across categories using words, phrases, and clauses (e.g., <i>in contrast, especially</i>); attempts to use language and domain-specific vocabulary to inform about or explain the topic; attempts to provide a concluding statement.</p> <ul style="list-style-type: none"> attempts to use basic narrative writing to develop real or imagined characters, experiences, or events using basic narrative techniques (dialogue, description, problem- 	<p>related information; includes simple formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension; develops the topic with simple facts, definitions, concrete details, quotations, or other information and examples that support the topic; sometimes links ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>); uses some precise language and domain-specific vocabulary to inform about or explain the topic; provides a simple concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <ul style="list-style-type: none"> uses basic narrative writing to develop real or imagined characters, experiences, or events using some narrative techniques (dialogue, description, elaboration, problem-solution, 	<p>information logically; includes formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension; develops the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic; links ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>); uses precise language and domain-specific vocabulary to inform about or explain the topic; provides a concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <ul style="list-style-type: none"> uses narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative 	<p>observation and focus, and groups related information logically; includes relevant formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples that support the topic; links ideas within and across categories of information using unfamiliar words, phrases, and clauses (e.g., <i>in contrast, especially</i>); consistently uses precise language and domain-specific vocabulary to inform about or explain the topic; provides a solid concluding statement or section that paraphrases the focus of the text or explanation presented.</p> <ul style="list-style-type: none"> uses narrative writing to develop complex real or imagined characters, experiences, or events consistently using effective narrative techniques (dialogue, description, elaboration,
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	<p>solution) and basic event sequences (chronology): attempts to orient the reader by establishing a context or situation and introducing a narrator and/or characters; attempts to organize an event sequence; attempts to use narrative techniques, such as dialogue and description to describe actions and to develop experiences and events, problems, or conflicts; attempts to use a variety of basic transitional words and phrases to develop the sequence of events; attempts to use words and phrases to convey experiences and events; attempts to provide a conclusion that follows from the narrated experiences or events.</p>	<p>figurative language) and event sequences (chronology): orients the reader by simplistically establishing a context or situation and simplistically introducing a narrator and/or characters; simplistically organizes an event sequence; uses simplistic narrative techniques, such as dialogue, description details, and literary devices to basically describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; uses a variety of basic transitional words and phrases to develop the pacing and sequence of events; uses simple words and phrases, sensory details, and elaboration to convey experiences and events; provides a simple conclusion that follows from the narrated experiences or events.</p>	<p>language) and clear event sequences (chronology): orients the reader by establishing a context or situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally; uses narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; uses a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events; uses concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely; provides a conclusion that follows from the narrated experiences or events.</p>	<p>problem-solution, figurative language) and clear event sequences (chronology): clearly orients the reader by establishing a context or situation and introducing a narrator and/or characters; clearly organizes an event sequence that unfolds naturally; uses well-developed narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to clearly describe actions, thoughts, and motivations and to clearly develop experiences and events showing the responses of characters to situations, problems, or conflicts; uses a variety of precise transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events; consistently uses concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely; provides a solid conclusion that follows from the narrated experiences or events.</p>
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W.5.4	<ul style="list-style-type: none"> attempts to produce basic writing in which development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> produces basic writing in which development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> produces clear and coherent writing in which development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> produces clear, well-developed, and coherent writing in which development and organization are complete and appropriate to task, purpose, and audience.
W.5.5	<ul style="list-style-type: none"> attempts to develop writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> develops and strengthens basic writing as needed by planning, revising, editing, and rewriting. 	<ul style="list-style-type: none"> develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> develops and strengthens writing to an advanced level by planning, revising, editing, rewriting, and trying a new approach.
W.5.6	<ul style="list-style-type: none"> attempts to use technology to produce and publish writing; attempts to demonstrate sufficient command of keyboarding skills. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce and publish various types of writing as well as to interact and collaborate with others; demonstrates command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7	<ul style="list-style-type: none"> attempts to conduct simple, short research projects that use several sources to investigate a topic. 	<ul style="list-style-type: none"> conducts simple, short research projects that use several sources to investigate a topic. 	<ul style="list-style-type: none"> conducts short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 	<ul style="list-style-type: none"> conducts well-developed, short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	<ul style="list-style-type: none"> attempts to recall relevant information and/or gather information from sources; attempts to 	<ul style="list-style-type: none"> recalls some relevant information and/or gathers some relevant information from sources; summarizes or 	<ul style="list-style-type: none"> recalls relevant information from experiences or gathers relevant information from print and digital sources; 	<ul style="list-style-type: none"> recalls relevant information from experiences or gathers relevant information from print and digital sources;

<p>W.5.9</p>	<p>summarize or paraphrase basic information in notes and finished work; attempts to provide a basic list of sources.</p> <ul style="list-style-type: none"> attempts to draw evidence from literary or informational texts to support basic analysis; attempts to apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”); attempts to apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”). 	<p>paraphrases basic information in notes and finished work; provides a basic list of sources.</p> <ul style="list-style-type: none"> draws basic evidence from literary or informational texts to support basic analysis, reflection, and research; applies grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”); applies grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”). 	<p>summarizes or paraphrases information in notes and finished work; provides a list of sources.</p> <ul style="list-style-type: none"> draws evidence from literary or informational texts to support analysis, reflection, and research; applies grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”); applies grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”). 	<p>consistently summarizes or paraphrases information in notes and finished work; provides a complete list of sources.</p> <ul style="list-style-type: none"> draws relevant evidence from literary or informational texts to support comprehensive analysis, reflection, and research; thoroughly applies grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”); thoroughly applies grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”).
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Language				
	A student at this level	A student at this level	A student at this level	A student at this level
L.5.1	<ul style="list-style-type: none"> attempts to demonstrate basic command of the conventions of standard English grammar and usage when writing: attempts to use nouns, pronouns, adverbs, conjunctions, prepositions, and interjections in order to apply the conventions of English; attempts to form and use the perfect (e.g., <i>I had walked, I have walked, I will have walked</i>) verb tenses; attempts to use verb tenses; recognizes shifts in verb tenses; attempts to use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	<ul style="list-style-type: none"> demonstrates basic command of the conventions of standard English grammar and usage when writing: uses basic nouns, pronouns, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English; forms and uses the perfect (e.g., <i>I had walked, I have walked, I will have walked</i>) verb tenses; uses some verb tenses to convey various times, sequences, states, and conditions; recognizes and corrects shifts in verb tenses; uses correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	<ul style="list-style-type: none"> demonstrates command of the conventions of standard English grammar and usage when writing: uses nouns, pronouns, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English; forms and uses the perfect (e.g., <i>I had walked, I have walked, I will have walked</i>) verb tenses; uses verb tenses to convey various times, sequences, states, and conditions; recognizes and corrects inappropriate shifts in verb tenses; uses correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	<ul style="list-style-type: none"> demonstrates comprehensive command of the conventions of standard English grammar and usage when writing: consistently uses nouns, pronouns, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English; forms and uses the perfect (e.g., <i>I had walked, I have walked, I will have walked</i>) verb tenses; consistently uses verb tenses to convey various times, sequences, states, and conditions; clearly recognizes and corrects inappropriate shifts in verb tenses; uses correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
L.5.2	<ul style="list-style-type: none"> attempts to demonstrate basic command of the conventions of standard English capitalization, punctuation, and 	<ul style="list-style-type: none"> demonstrates basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation to separate 	<ul style="list-style-type: none"> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation to separate 	<ul style="list-style-type: none"> demonstrates comprehensive command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses

<p>L.5.3</p>	<p>spelling when writing: attempts to use punctuation to separate items in a series; attempts to use a comma to separate an introductory element from the rest of the sentence; attempts to use commas to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>); attempts to use underlining, quotation marks, or italics to indicate titles of works; attempts to spell grade-appropriate words correctly, consulting references as needed.</p> <ul style="list-style-type: none"> attempts to use knowledge of language and its conventions when writing, reading, or listening: attempts to expand, combine, and/or reduce sentences for meaning. 	<p>items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses commas to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>); uses underlining, quotation marks, or italics to indicate titles of works; spells grade-appropriate words correctly, consulting references as needed.</p> <ul style="list-style-type: none"> uses knowledge of language and its conventions when writing, reading, or listening: expands, combines, and reduces sentences for meaning, reader/listener interest, and/or style; compares and/or contrasts the varieties of English (e.g., dialects, 	<p>items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses commas to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>); uses underlining, quotation marks, or italics to indicate titles of works; spells grade-appropriate words correctly, consulting references as needed.</p> <ul style="list-style-type: none"> uses knowledge of language and its conventions when writing, reading, or listening: expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts the varieties of English (e.g., dialects, registers) 	<p>punctuation to separate items in a series; consistently uses a comma to separate an introductory element from the rest of the sentence; consistently uses commas to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>); consistently uses underlining, quotation marks, or italics to indicate titles of works; spells grade-appropriate words correctly, easily consulting references as needed.</p> <ul style="list-style-type: none"> consistently uses knowledge of language and its conventions when writing, reading, or listening: appropriately expands, combines, and reduces sentences for meaning, reader/listener interest, and style; thoroughly compares and contrasts the varieties of
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<p>L.5.4</p>	<ul style="list-style-type: none"> attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing from a basic range of strategies: attempts to determine the meaning of unfamiliar words by using basic knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in a text (word order, grammar, syntax), attempts to use explicit context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; attempts to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>); attempts to consult 	<p>registers) used in stories, dramas, or poems.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of some unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing from a range of strategies: determines meaning of simple unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in a text (word order, grammar, syntax), uses explicit context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>); consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the 	<p>used in stories, dramas, or poems.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: determines meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in a text (word order, grammar, syntax), uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>); consults 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. 	<p>English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <ul style="list-style-type: none"> consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a wide range of strategies: consistently uses knowledge of word structures (root words, prefix, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax); consistently uses sentence and paragraph level context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; uses less familiar or uncommon Greek and Latin affixes and roots as clues to the meaning of words; consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the
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L.5.5	<p>reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine the meaning of words and phrases.</p> <ul style="list-style-type: none"> attempts to demonstrate a basic understanding of familiar figurative language, word relationships, and nuances in word meanings: attempts to interpret basic, familiar figurative language, including similes and metaphors, in context; attempts to recognize and explain the meaning of common idioms, adages, and proverbs; attempts to use the basic relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>meaning of key words and phrases.</p> <ul style="list-style-type: none"> demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings: interprets basic, familiar figurative language, including similes and metaphors, in context; recognizes common idioms, adages, and proverbs; and uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<ul style="list-style-type: none"> demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets figurative language, including similes and metaphors, in context; recognizes and explains the meaning of common idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>precise, nuanced meaning of key words and phrases.</p> <ul style="list-style-type: none"> consistently demonstrates understanding of figurative language, word relationships, and nuances in word meanings: consistently interprets figurative language, including similes and metaphors, in context; recognizes and thoroughly explains the meaning of unfamiliar idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	<ul style="list-style-type: none"> acquires and attempts to use some grade-appropriate general academic and domain-specific words and 	<ul style="list-style-type: none"> acquires and accurately uses some grade-appropriate general academic and domain-specific words and 	<ul style="list-style-type: none"> acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases, including 	<ul style="list-style-type: none"> acquires and accurately uses unfamiliar grade-appropriate general academic and domain-specific words and

	<p>phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
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