

Achievement Indicators for Reading
Grade 5

Reading Achievement Indicators Grade 5				
Content Standard 1.0				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
1.5.3 Decode unknown words in text using structural analysis through <ul style="list-style-type: none"> • spelling patterns • base words • root words • suffixes • prefixes • syllables • compound words 	inability to decode words in text using base words, root words, suffixes, prefixes, and/or compound words. limited ability to decode words in text using spelling patterns, and/or syllables.	limited ability to decode words in text using base words, root words, suffixes, prefixes, and/or compound words. ability to decode words in text using spelling patterns. limited ability to decode words in text using syllables.	ability to decode words in text using phonics and structural analysis.	ability to decode above grade level words in text using phonics and structural analysis.
1.5.4 Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • homographs • homophones • syntax • parts of speech • synonyms • antonyms 	limited ability to comprehend vocabulary using synonyms, and /or antonyms. inability to comprehend vocabulary using homographs, homophones, syntax, and/or parts of speech.	limited ability to comprehend and build vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms. ability to comprehend vocabulary using synonyms, and antonyms.	ability to comprehend, build, and extend vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms.	ability to comprehend, build, and extend above grade level vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms.
Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • context clues • structural analysis 	inability to comprehend vocabulary using context clues and/or structural analysis.	limited ability to comprehend and build vocabulary using context clues and/or structural analysis.	ability to comprehend, build, and extend vocabulary using context clues and/or structural analysis.	ability to comprehend, build, and extend above grade level vocabulary using context clues and/or structural analysis.
Apply alphabetic order to locate words in resources.	limited ability to locate a given list of words.	limited ability to locate words in various resources.	ability to locate words in various resources.	ability to locate words in various resources.

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Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Use resources to find and/or confirm meaning of <ul style="list-style-type: none"> • unknown words • word origins 	<p>inability to use resources to find meaning of unknown words encountered in text.</p> <p>inability to use resources to find and/or confirm meaning of word origins.</p>	<p>limited ability to use resources to find and/or confirm meaning of unknown words encountered in text.</p> <p>limited ability to use resources to find and/or confirm meaning of word origins.</p>	<p>ability to use resources to find and/or confirm meaning of unknown words encountered in text.</p> <p>ability to use resources to find and/or confirm meaning of word origins.</p>	<p>ability to use resources to find and/or confirm meaning of unknown words encountered in above grade level text.</p> <p>ability to use resources to find and/or confirm meaning of word origins.</p>
Identify differences between connotative and denotative meaning in text.	<p>inability to identify denotative meaning in text.</p> <p>inability to identify connotative meaning in text.</p>	<p>limited ability to identify denotative meaning in text.</p> <p>limited ability to identify connotative meaning in text.</p>	<p>ability to identify denotative meaning in text.</p> <p>ability to identify connotative meaning in text.</p>	<p>ability to identify denotative meaning in above grade level text.</p> <p>ability to identify connotative meaning in above grade level text.</p>
With assistance , use resources to find and/or confirm meaning of <ul style="list-style-type: none"> • Greek word roots • Latin word roots 	<p>inability to use resources to find meaning of Greek word roots.</p> <p>inability to use resources to find and/or confirm meaning of Latin word roots.</p>	<p>limited ability to use resources to find and/or confirm meaning of Greek word roots.</p> <p>inability to use resources to find and/or confirm meaning of Latin word roots.</p>	<p>limited ability to use resources to find and/or confirm meaning of Greek word roots.</p> <p>limited ability to use resources to find and/or confirm meaning of Latin word roots.</p>	<p>ability to use resources to find and/or confirm meaning of Greek word roots.</p> <p>ability to use resources to find and/or confirm meaning of Latin word roots.</p>
Build vocabulary using <ul style="list-style-type: none"> • pictures • symbols 	<p>limited ability to gain meaning from pictures.</p> <p>inability to gain meaning from symbols.</p>	<p>ability to gain meaning from pictures.</p> <p>limited ability to gain meaning from symbols.</p>	<p>ability to gain meaning from pictures and symbols.</p>	<p>ability to gain and generalize meaning using pictures and symbols.</p>
1.5.5 Apply knowledge of high frequency words in text to build fluency and comprehension.	<p>inability to access high frequency words in text (e.g., different, through).</p>	<p>limited ability to access high frequency words in text to comprehend.</p>	<p>ability to access high frequency words in text to build fluency and comprehension.</p>	<p>ability to access above grade level high frequency words in text to build fluency and comprehension (e.g., thought, while).</p>

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Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Apply knowledge of content specific vocabulary in text to build comprehension.	inability to identify content-specific vocabulary in text.	limited ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in above grade level text.
Read fluently aloud and/or silently with a focus on <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	inability to read aloud with fluency.	limited ability to read aloud with fluency.	ability to read aloud with fluency.	ability to read aloud above grade level text with fluency.

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Content Standard 2.0 Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
2.5.1 Select before reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	inability to use before reading strategies to aid comprehension.	limited ability to use before reading strategies to aid comprehension. inability to select before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension of above grade level text.
2.5.2 Select during reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	limited ability to use during reading strategies to make predictions. inability to use during reading strategies to comprehend text.	limited ability to use during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension from above grade level text.

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Content Standard 2.0 (continued) Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
2.5.3 Select after reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies 	inability to select after reading strategies to aid comprehension.	limited ability to use after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension of above grade level text.

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Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>3.5.1 Explain</p> <ul style="list-style-type: none"> • setting. • sequence of events. • conflict. • climax. • resolution. • turning point. <p>With assistance, describe plot development with a focus on</p> <ul style="list-style-type: none"> • exposition. • rising action. • falling action. 	<p>ability to identify setting.</p> <p>limited ability to identify sequence of event.</p> <p>inability to describe conflict.</p> <p>inability to identify climax.</p> <p>inability to describe resolution.</p> <p>inability to identify turning point.</p> <p>limited ability to identify important events in text.</p> <p>inability to identify the elements that signal exposition.</p> <p>inability to identify the elements that signal rising action.</p> <p>inability to identify the elements that signal falling action.</p>	<p>ability to describe setting.</p> <p>limited ability to describe sequence of events.</p> <p>limited ability to describe conflict.</p> <p>limited ability to identify climax.</p> <p>limited ability to describe resolution.</p> <p>limited ability to identify turning point.</p> <p>ability to identify important events in text.</p> <p>limited ability to identify the elements that signal exposition.</p> <p>limited ability to identify the elements that signal rising action.</p> <p>limited ability to identify the elements that signal falling action.</p>	<p>ability to explain setting.</p> <p>ability to explain sequence of events.</p> <p>ability to explain conflict.</p> <p>ability to explain climax.</p> <p>ability to explain resolution.</p> <p>ability to explain turning point.</p> <p>ability to identify important events in text.</p> <p>limited ability to describe the elements that signal exposition.</p> <p>limited ability to describe the elements that signal rising action.</p> <p>limited ability to describe the elements that signal falling action.</p>	<p>ability to analyze setting.</p> <p>ability to analyze sequence of events.</p> <p>ability to analyze conflict.</p> <p>ability to analyze climax.</p> <p>ability to analyze resolution.</p> <p>ability to analyze turning point.</p> <p>ability to explain important events in text.</p> <p>ability to describe the elements that signal exposition.</p> <p>ability to describe the elements that signal rising action.</p> <p>ability to describe the elements that signal falling action.</p>

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Describe internal and external conflict.	inability to identify external conflict.	limited ability to identify external conflict.	ability to describe external conflict.	ability to analyze external conflict.
	inability to identify internal conflict.	inability to identify internal conflict.	ability to describe internal conflict.	ability to analyze internal conflict.
Describe main plot and subplots.	limited ability to describe main plot.	limited ability to describe main plot.	ability to describe main plot.	ability to analyze main plot.
	inability to describe subplots.	limited ability to describe subplots.	ability to describe subplots.	ability to analyze subplots.
Describe how one event may cause another event.	inability to describe how one event may cause another event to occur.	limited ability to describe how one event may cause another event to occur.	ability to describe how one event may cause another event to occur.	ability to describe how one event may cause another event to occur.
With assistance , explain an author's use of flashback.	limited ability to identify flashback in text.	ability to identify flashback in text.	limited ability to explain an author's use of flashback.	ability to explain an author's use of flashback.
	inability to explain an author's use of flashback.	limited ability to explain an author's use of flashback.		
With assistance , explain an author's use of foreshadowing.	inability to analyze an author's use of foreshadowing.	limited ability to analyze an author's use of foreshadowing in below grade level text.	limited ability to analyze an author's use of foreshadowing.	ability to analyze an author's use of foreshadowing.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Make inferences and draw conclusions about setting and plot based on evidence.	<p>limited ability to make inferences about setting.</p> <p>inability to draw conclusions about setting.</p> <p>inability to make inferences about plot.</p> <p>inability to draw conclusions about plot.</p>	<p>ability to make inferences about setting.</p> <p>limited ability to draw conclusions about setting.</p> <p>ability to make inferences about plot.</p> <p>limited ability to draw conclusions about plot.</p>	<p>ability to make inferences about setting based on evidence.</p> <p>ability to draw conclusions about setting based on evidence.</p> <p>ability to make inferences about plot based on evidence.</p> <p>ability to draw conclusions about plot based on evidence.</p>	<p>ability to make inferences about setting based on evidence in above grade level text.</p> <p>ability to draw conclusions about setting based on evidence in above grade level text.</p> <p>ability to make inferences about plot based on evidence in above grade level text.</p> <p>ability to draw conclusions about plot based on evidence in above grade level text.</p>
3.5.2 Describe physical and personality traits.	<p>limited ability to identify what a character looks like.</p> <p>limited ability to identify how a character acts.</p> <p>inability to use the vocabulary terms physical and personality traits.</p>	<p>limited ability to identify and describe physical traits of characters.</p> <p>limited ability to describe personality traits of characters.</p> <p>limited ability to use the vocabulary terms physical and personality traits.</p>	<p>ability to identify and describe physical traits of characters.</p> <p>ability to describe personality traits of characters.</p> <p>ability to use the vocabulary terms physical and personality traits.</p>	<p>ability to compare characters' physical and personality traits when provided a format (e.g., Venn-diagram, T-chart).</p> <p>ability to use the vocabulary terms physical and personality traits.</p>
With assistance , identify elements of characterization.	<p>inability to identify elements of characterization.</p>	<p>limited ability to identify elements of characterization.</p>	<p>limited ability to identify elements of characterization (e.g., description, what the character says, what others say/think about the character).</p>	<p>ability to identify elements of characterization.</p>

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Describe the motivation for a character's actions.	limited ability to identify a character's actions. inability to describe the motivation of a character's actions.	ability to describe a character's actions. limited ability to identify the motivation of a character's actions.	ability to describe the motivation of a character's actions.	ability to describe the motivation of a character's actions in above grade level text.
Identify the protagonist and antagonist.	limited ability to identify the hero and villain of a text. inability to use the vocabulary terms protagonist and antagonist.	ability to identify the hero and villain of a text. limited ability to use the vocabulary terms protagonist and antagonist.	ability to identify the protagonist and antagonist. ability to use the vocabulary terms protagonist and antagonist.	ability to identify the protagonist and antagonist in above grade level text. ability to use the vocabulary terms protagonist and antagonist.
Make inferences and draw conclusions about a character(s) based on evidence.	ability to recall few details about a character from text. limited ability to make inferences about a character. inability to draw conclusions about a character.	ability to recall details about a character from text. ability to make inferences about a character based on details. limited ability to draw conclusions about a character.	ability to recall details about a character from text. ability to make inferences about a character(s) based on evidence. ability to draw conclusions about a character(s) based on evidence.	ability to recall details about a character from above grade level text. ability to make inferences about a character(s) based on evidence in above grade level text. ability to draw conclusions about a character(s) based on evidence in above grade level text.
3.5.3 Describe a theme based on evidence.	inability to identify theme.	limited ability to identify theme.	ability to identify theme.	ability to identify theme in above grade level text.
Explain a lesson learned based on events and/or a character's actions.	limited ability to identify a character's actions. inability to identify a lesson based on events and/or a character's actions.	ability to identify a character's actions. limited ability to explain a lesson based on events and/or a character's actions.	ability to explain a lesson learned based on events and/or a character's actions.	ability to explain a lesson learned based on events and/or a character's actions in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.5.4 Describe an example of first person point of view.	inability to describe an example of first person point of view.	limited ability to describe an example of first person point of view.	ability to describe an example of first person point of view.	ability to describe an example of first person point of view.
Identify third person limited point of view.	inability to identify third person limited point of view.	limited ability to identify third person limited point of view.	ability to identify third person limited point of view.	ability to describe an example of third person limited point of view.
Identify third person omniscient point of view.	inability to identify third person omniscient point of view.	limited ability to identify third person omniscient point of view.	ability to identify third person omniscient point of view.	ability to describe an example of third person omniscient point of view.
With assistance , distinguish between third person limited and third person omniscient point of view.	inability to distinguish between third person limited and third person omniscient point of view.	limited ability to distinguish between third person limited and third person omniscient point of view.	limited ability to distinguish between third person limited and third person omniscient point of view.	ability to distinguish between third person limited and third person omniscient point of view.
3.5.5 Explain the use of <ul style="list-style-type: none"> • imagery • figurative language 	limited ability to identify imagery. limited ability to identify figurative language (e.g., similes, metaphors, personification).	ability to identify imagery. ability to identify figurative language. limited ability to explain the use of imagery. limited ability to explain the use of figurative language.	ability to explain the use of imagery. ability to explain the use of figurative language.	ability to analyze the use of imagery. ability to analyze the use of figurative language.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Identify the effects of rhythm and rhyme on text.	ability to identify rhyme on text. limited ability to identify rhythm on text.	ability to identify rhythm and rhyme on text. limited ability to identify the effects of rhythm and rhyme on text.	ability to identify rhythm and rhyme on text. ability to identify the effects of rhythm and rhyme on text.	ability to identify rhythm and rhyme in above grade level text. ability to identify the effects of rhythm and rhyme in above grade level text.
Explain the use of <ul style="list-style-type: none"> • sound devices • dialect • slang • formal language • informal language 	limited ability to identify sound devices (e.g., alliteration). limited ability to identify dialect. limited ability to identify slang. limited ability to identify formal language. limited ability to identify informal language.	ability to identify sound devices. ability to identify dialect. ability to identify slang. ability to identify formal language. ability to identify informal language.	ability to explain how the author uses sound devices. ability to explain how the author uses dialect. ability to explain how the author uses slang. ability to explain how the author uses formal language. ability to explain how the author uses informal language.	ability to explain how the author uses sound devices in above grade level text. ability to explain how the author uses dialect in above grade level text. ability to explain how the author uses slang in above grade level text. ability to explain how the author uses formal language in above grade level text. ability to explain how the author uses informal language in above grade level text.
3.5.6 Identify words and phrases that reveal tone.	limited ability to determine overall tone. inability to identify words and phrases that reveal tone.	ability to determine overall tone of text. limited ability to identify words that reveal tone. inability to identify phrases that reveal tone.	ability to identify words and phrases that reveal tone.	ability to identify words and phrases that reveal tone in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Explain how words and phrases create mood.	limited ability to determine overall mood. inability to explain how words and phrases create mood.	ability to determine overall mood. limited ability to explain how words and phrases create mood.	ability to explain how words and phrases create mood.	ability to explain how words and phrases create mood in above grade level text.
Identify examples of irony.	inability to identify examples of irony.	limited ability to identify examples of irony.	ability to identify examples of irony.	ability to identify examples of irony in above grade level text.
3.5.7 Explain the influence of historical events. Explain the influence of cultures. Explain the influence of time periods.	limited ability to identify the influence of historical events based on content. inability to identify text from different culture based on content. limited ability to identify the influence of cultures based on content. limited ability to identify text from different time periods based on content.	ability to explain the influence of historical events based on content. limited ability to identify text from different cultures based on content. limited ability to explain the influence of cultures based on content. ability to identify text from different time periods based on content. limited ability to explain the influence of time periods based on content.	ability to explain the influence of historical events based on content. ability to compare text from different cultures based on content. ability to explain the influence of cultures based on content. ability to compare text from time periods based on content. ability to explain the influence of time periods based on content.	ability to explain the influence of historical events based on content in above grade level text. ability to compare text from different cultures based on content in above grade level text. ability to explain the influence of cultures based on content in above grade level text. ability to compare text from time periods based on content in above grade level text. ability to explain the influence of time periods based on content in above grade level text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , compare texts from the same historical period on a single topic.	inability to compare texts from the same historical period.	limited ability to compare texts from the same historical period. inability to compare texts from the same historical period on a single topic.	limited ability to compare texts from the same historical period on a single topic.	ability to compare texts from the same historical period on a single topic.
3.5.8 Make and revise predictions based on evidence.	limited ability to make predictions. inability to revise predictions.	ability to make predictions. limited ability to revise predictions.	ability to make predictions based on evidence. ability to revise predictions based on evidence.	ability to make predictions based on evidence in above grade level text. ability to revise predictions based on evidence in above grade level text.
3.5.9 Make connections to self, other text, and/or the world.	limited ability to make connections from text to self. inability to make connections from text to other text and/or the world.	ability to make connections from text to self. limited ability to make connections from text to other text and/or the world.	ability to make connections from text to self, other text, and/or the world.	ability to make connections from text to self, other text, and/or the world from above grade level text.
Use information to answer specific questions.	limited ability to identify intent of questions. inability to use information to answer specific questions in text.	ability to identify intent of questions. limited ability to use information to answer specific questions in text.	ability to identify intent of questions. ability to use information to answer specific questions in text.	ability to identify intent of questions. ability to use information to answer specific questions in above grade level text.
Summarize information.	inability to summarize information using a given format.	limited ability to summarize information given a format.	ability to summarize information.	ability to summarize information from above grade level text.

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Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>4.5.1 Identify the purpose of and gain information from</p> <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps 	<p>limited ability to gain information from illustrations, graphs, charts, and titles.</p> <p>inability to gain information from text boxes, diagrams, headings, and maps.</p> <p>inability to determine purpose of text features.</p>	<p>limited ability to gain information from text features.</p> <p>limited ability to determine purpose of text features.</p>	<p>ability to gain information from text features.</p> <p>ability to determine purpose of text features.</p>	<p>ability to gain information from text features.</p> <p>ability to determine purpose of text features.</p>
<p>Identify the purpose of and gain information from</p> <ul style="list-style-type: none"> • table of contents • glossaries • indices 	<p>inability to gain information from a table of contents, glossaries, and indices.</p> <p>inability to determine the purpose of a table of contents, glossaries, and indices.</p>	<p>limited ability to gain information from a table of contents, glossaries, and indices.</p> <p>limited ability to determine the purpose of a table of contents, glossaries, and indices.</p>	<p>ability to gain information from a table of contents, glossaries, and indices.</p> <p>ability to determine the purpose of a table of contents, glossaries, and indices.</p>	<p>ability to gain information from a table of contents, glossaries, and indices.</p> <p>ability to determine the purpose of a table of contents, glossaries, and indices.</p>
<p>Identify and explain the use of</p> <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words 	<p>limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words.</p>	<p>limited ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.</p>	<p>ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.</p>	<p>ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.</p>

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Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Identify and explain the use of <ul style="list-style-type: none"> • abbreviations • acronyms • parenthetical expressions 	ability to identify abbreviations limited ability to identify acronyms. inability to identify parenthetical expressions. inability to explain the use of abbreviations. inability to explain the use of acronyms. inability to identify and explain the use of parenthetical expressions.	ability to identify abbreviations. ability to identify acronyms. limited ability to identify parenthetical expressions. limited ability to explain the use of abbreviations. limited ability to explain the use of acronyms. limited ability to identify and explain the use of parenthetical expressions.	ability to explain the use of abbreviations. ability to explain the use of acronyms. ability to explain the use of parenthetical expressions.	ability to explain the use of abbreviations in above grade level text. ability to explain the use of acronyms in above grade level text. ability to explain the use of parenthetical expressions in above grade level text.
4.5.2 Identify <ul style="list-style-type: none"> • dialect • slang • idioms • informal and formal language 	limited ability to identify dialect. limited ability to identify slang. limited ability to identify idioms. limited ability to identify formal language. limited ability to identify informal language.	ability to identify dialect. ability to identify slang. ability to identify idioms. ability to identify formal language. ability to identify informal language.	ability to explain how the author uses dialect. ability to explain how the author uses slang. ability to explain how the author uses idioms. ability to explain how the author uses formal language. ability to explain how the author uses informal language.	ability to explain how the author uses dialect. ability to explain how the author uses slang. ability to explain how the author uses idioms. ability to explain how the author uses formal language. ability to explain how the author uses informal language.

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Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Explain <ul style="list-style-type: none"> • figurative language • analogies 	limited ability to identify figurative language (e.g., similes, metaphors, personification). limited ability to determine meaning from simple analogies.	ability to identify figurative language. limited ability to explain the use of figurative language. limited ability to determine meaning from simple analogies.	ability to explain the use of figurative language. limited ability to explain how simple analogies are used to compare an idea.	ability to explain the use of figurative language in above grade level text. ability to explain how simple analogies are used to compare an idea.
Identify words and phrases that reveal author's tone.	limited ability to determine overall tone. inability to identify words and phrases that reveal tone.	limited ability to identify words that reveal tone. inability to identify phrases that reveal tone. ability to determine overall of tone of the text.	ability to identify words and phrases that reveal tone.	ability to identify words and phrases that reveal tone in above grade level text.
Explain how language clarifies ideas and concepts.	inability to explain how language clarifies ideas and concepts.	limited ability to explain how language clarifies ideas and concepts.	ability to explain how language clarifies ideas and concepts.	ability to explain how language clarifies ideas and concepts in above grade level text.
Identify language used for the purpose of <ul style="list-style-type: none"> • persuasion • propaganda 	inability to identify how words create persuasion and propaganda. limited ability to identify words that create persuasion and propaganda. inability to use vocabulary terms persuasion and propaganda.	ability to identify words that create persuasion and propaganda. limited ability to identify how language creates persuasion and propaganda. limited ability to use vocabulary terms persuasion and propaganda.	ability to identify words that create persuasion and propaganda. ability to identify how language creates persuasion and propaganda. ability to use vocabulary terms persuasion and propaganda.	ability to identify limited examples of how language creates persuasion and propaganda. ability to use vocabulary terms persuasion and propaganda.

Achievement Indicators for Reading
Grade 5

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , describe how an author uses concrete examples to explain abstract ideas.	ability to identify concrete examples. inability to identify an abstract idea.	ability to identify concrete examples. limited ability to identify an abstract idea. inability to describe how an author uses concrete examples to explain abstract ideas.	ability to identify concrete examples. ability to identify an abstract idea. limited ability to describe how an author uses concrete examples to explain abstract ideas.	ability to identify concrete examples in above grade level text. ability to identify an abstract idea in above grade level text. ability to describe how an author uses concrete examples to explain abstract ideas.
4.5.3 Describe a theme based on evidence.	limited ability to identify main idea. inability to describe a theme.	ability to identify main idea when given a format. limited ability to describe a theme.	ability to identify main idea. ability to describe a theme based on evidence.	ability to identify main idea in above grade level text. ability to describe a theme based on evidence in above grade level text.
Distinguish theme from topic.	ability to identify topic. inability to identify theme. inability to distinguish theme from topic.	limited ability to distinguish theme from topic. ability to identify theme when given a format.	ability to distinguish theme from topic. ability to identify theme.	ability to distinguish theme from topic. ability to identify theme in above grade level text.
Describe the importance of sequential and/or chronological order.	limited ability to describe the importance of sequential and/or chronological order using a given format.	limited ability to describe the importance of sequential and/or chronological order.	ability to describe the importance of sequential and/or chronological order.	ability to describe the importance of sequential and/or chronological order in above grade level text.

Achievement Indicators for Reading
Grade 5

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Explain a cause and its effect on events and/or relationships.	inability to identify a cause and its effect on events and/or relationships.	limited ability to identify a cause and its effect on events and/or relationships.	ability to identify a cause and its effect on events and/or relationships.	ability to identify a cause and its effect on events and/or relationships in above grade level text.
	inability to explain a cause and its effect on events and/or relationships in text.	limited ability to explain a cause and its effect on events and/or relationships in text.	limited ability to analyze a cause and its effect on events and/or relationships in text.	ability to analyze a cause and its effect on events and/or relationships in text.
Explain a problem and its solution.	limited ability to identify a problem.	ability to identify a problem.	ability to identify a problem.	ability to identify a problem in above grade level text.
	inability to explain the solution to the problem.	limited ability to explain the solution to the problem.	ability to explain the solution to the problem.	ability to explain the solution to the problem in above grade level text.
Describe main idea based on evidence.	inability to describe main idea.	limited ability to describe main idea.	ability to describe main idea based on evidence.	ability to describe main idea based on evidence in above grade level text.
Compare events.	inability to compare events using a given format.	limited ability to compare events using a given format.	ability to compare events.	ability to compare events in above grade level text.
With assistance , explain the author's use of organizational structure.	inability to identify organizational structures in text.	inability to explain the author's use of organizational structure. limited ability to identify organizational structures in text.	limited ability to explain the author's use of organizational structure.	ability to explain the author's use of organizational structure.

Achievement Indicators for Reading
Grade 5

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Trace the development of an author's argument, viewpoint, or perspective.	limited ability to identify an argument presented in text.	ability to identify an argument presented in text.	ability to trace the development of an author's argument.	ability to trace the development of an author's argument in above grade level text.
	inability to identify an author's viewpoint.	limited ability to identify an author's viewpoint.	ability to trace the development of an author's viewpoint.	ability to trace the development of an author's viewpoint in above grade level text.
	inability to identify an author's perspective.	limited ability to identify an author's perspective.	ability to trace the development of an author's perspective.	ability to trace the development of an author's perspective in above grade level text.
4.5.4 Explain the influence of historical events.	inability to explain the influence of historical events based on content.	limited ability to explain the influence of historical events based on content.	ability to explain the influence of historical events based on content.	ability to explain the influence of historical events based on content in above grade level text.
			limited ability to explain the influence of historical events based on content.	
Explain the influence of cultures.	inability to identify texts from different cultures based on content.	limited ability to explain the influence of cultures based on content.	ability to explain the influence of cultures based on content.	ability to explain the influence of cultures based on content in above grade level text.
		limited ability to identify texts from different cultures based on content.	ability to compare texts from different cultures based on content.	ability to compare texts from different cultures based on content in above grade level text.
Explain the influence of time periods.	inability to explain the influence of time periods based on content.	limited ability to explain the influence of time periods based on content.	ability to explain the influence of time periods based on content.	ability to explain the influence of time periods based on content in above grade level text.
	inability to identify text from different time periods.		ability to compare text from different time periods.	ability to compare above grade level text from different time periods.

Achievement Indicators for Reading
Grade 5

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , compare text from the same historical period on a single topic.	inability to compare text from the same historical period on a single topic.	limited ability to compare text from the same historical period.	limited ability to compare text from the same historical period on a single topic.	ability to compare text from the same historical period on a single topic.
4.5.5 Make connections to self, other text, and/or the world.	limited ability to make connections from text to self-self. inability to make connections from text to other text and/or the world.	ability to make connections from text to self-self. limited ability to make connections from text to other text and/or the world.	ability to make connections from text to self-self, other text, and/or the world.	ability to make connections from text to self-self, other text, and/or the world in above grade level text.
Use information to answer specific questions.	limited ability to identify important words in questions to locate information in text. inability to use information to answer specific questions in text.	ability to identify important words in questions to locate information in text. limited ability to use information to answer specific questions in text.	ability to use information to answer specific questions in text.	ability to use information to answer specific questions in above grade level text.
Develop hypotheses based on information.	inability to develop hypotheses.	limited ability to develop hypotheses using irrelevant information.	ability to develop hypotheses based on logical information.	ability to develop hypotheses based on logical information in above grade level text.
Summarize information.	inability to summarize information given a format.	limited ability to summarize information given a format.	ability to summarize information.	ability to summarize information from above grade level text.
4.5.6 Make and revise predictions based on evidence.	limited ability to make predictions. inability to revise predictions.	ability to make predictions. limited ability to revise predictions.	ability to make and revise predictions based on evidence.	ability to make and revise predictions based on evidence.

Achievement Indicators for Reading
Grade 5

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Make inferences and draw conclusions based on evidence.	limited ability to recall details from text. inability to make inferences. inability to draw conclusions.	ability to recall details from text. limited ability to make inferences. limited ability to draw conclusions.	ability to recall details from text. ability to make inferences based on evidence. ability to draw conclusions based on evidence.	ability to recall details from above grade level text. ability to make inferences based on evidence in above grade level text. ability to draw conclusions based on evidence in above grade level text.
Analyze the accuracy of facts.	inability to determine if facts are accurate.	limited ability to determine if facts are accurate.	ability to analyze the accuracy of facts.	ability to analyze the accuracy of facts from above grade level text.
Distinguish between fact and opinion.	limited ability to identify facts. inability to identify opinions. inability to distinguish between fact and opinion in text.	ability to identify facts. limited ability to identify opinions. limited ability to distinguish between fact and opinion in text.	ability to identify facts. ability to identify opinions. ability to distinguish between fact and opinion.	ability to identify facts in above grade level text. ability to identify opinions. ability to distinguish between fact and opinion in above grade level text.
With assistance , determine accuracy of evidence.	inability to determine accuracy of evidence.	limited ability to determine accuracy of evidence in a given a format.	limited ability to determine accuracy of evidence.	ability to determine accuracy of evidence in above grade level text.
With assistance , verify information by referencing other sources.	inability to verify information by referencing sources in a given format.	limited ability to verify information by referencing sources in a given format.	limited ability to verify information by referencing other sources.	ability to verify information by referencing other sources.
4.5.7 Read and follow directions to complete tasks or procedures.	inability to accurately read directions to complete tasks or procedures. inability to gain meaning from directions to complete tasks or procedures.	limited ability to accurately read directions to complete tasks of procedures. limited ability to gain meaning from directions to complete tasks or procedures.	ability to accurately read directions to complete tasks or procedures. ability to gain meaning from directions to complete tasks or procedures.	ability to accurately read directions to complete complex tasks or procedures. ability to gain meaning from directions to complete complex tasks or procedures.

Achievement Indicators for Writing
Grade 5

Writing Achievement Indicators Grade 5				
Content Standard 5.0 Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.5.1 Use prewriting strategies to plan written work.	inability to provide ideas.	minimal recording of ideas.	recording of usable ideas.	consistent use of brainstorming, and other prewriting strategies to generate ideas.
Choose and narrow a topic to organize ideas.	incomplete brainstorming or prewriting activities.	minimal use of brainstorming or prewriting activities.	use of brainstorming or prewriting activities (e.g., clustering, mapping, listing).	versatility and adeptness in using one or more prewriting strategies.
Explore a topic to plan written work.	minimal ideas that follow story models.	minimal generation of ideas from listening to and following story models.	generation of ideas from listening and following story models.	ability to generate numerous ideas from listening and following story models.
	minimal use of organizational strategies.	minimal use of organizational strategies.	use of an organizational strategy (e.g., outlining, webbing, and mapping).	flexibility in using multiple organizational strategies.
	inconsistent use of at least one prewriting strategy.	limited simple, and often ineffective organizational activities.		ability to successfully organize ideas that easily transition from one idea to another.
		complete lists, maps, webs, and/or outlines.		ability to modify strategies to suit the writing objective.

Achievement Indicators for Writing
Grade 5

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.5.2 Draft multiple paragraphs on a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion • transitions 	<p>attempts to draft paragraphs.</p> <p>inability to connect with audience or have a sense of purpose.</p> <p>confusion with introduction and topic sentence.</p> <p>lack of main idea.</p> <p>lists of random ideas and details.</p> <p>incomplete conclusion or no conclusion at all.</p> <p>inability to use transitions.</p>	<p>incomplete paragraphs.</p> <p>limited ability to address audience.</p> <p>misunderstanding of purpose.</p> <p>inability to draft a real introduction and/or conclusion.</p> <p>inability to adhere to main idea.</p> <p>minimal and/or non-supportive ideas and details.</p> <p>repetition of topic sentence for conclusion or other inappropriate conclusion.</p> <p>inconsistent use of logical transitions.</p>	<p>focused, complete paragraphs.</p> <p>drafts that address audience and purpose.</p> <p>logical introduction.</p> <p>development of main ideas.</p> <p>supporting ideas and details.</p> <p>possible restatement of main idea and/or topic sentence as the conclusion.</p> <p>adequate transitions.</p>	<p>logical, cohesive and complete paragraphs.</p> <p>strong connection to audience and purpose.</p> <p>an inviting, appropriate introduction.</p> <p>paragraphs and compositions that are faithful to the main idea.</p> <p>effective reasoning through choice of ideas and details.</p> <p>complete, logical conclusion.</p> <p>transitions that add to style and organization.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.5.3 Revise drafts for</p> <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details • word choice • sentence fluency 	<p>inability to revise drafts.</p> <p>minimal revision, even with a one-on-one situation with teacher.</p>	<p>minimal revision of drafts.</p> <p>minimal use of revision strategies.</p> <p>revision confused with proofreading.</p> <p>minimal revision for organization.</p> <p>limited and basic word choice that does not address voice, audience, or purpose.</p> <p>minimal revision for relevant details.</p> <p>difficulty in writing complete sentences.</p> <p>difficulty in rearranging words and/or correcting sentence structures.</p> <p>difficulty in combining sentences.</p>	<p>revision of drafts.</p> <p>use of revision strategies to improve writing.</p> <p>revision for simple organization.</p> <p>revision for use of a variety of words to express attitude toward topic.</p> <p>revision to address voice, audience and purpose.</p> <p>revision that may require adding, deleting, clarifying, rearranging words, details, and varying sentence structure.</p> <p>revision for basic sentence structure.</p> <p>revision for sentence fluency.</p>	<p>independent revision of drafts.</p> <p>revision with a sense of purpose.</p> <p>revision for organization.</p> <p>minimal revision for specific and appropriate word choice to bring topic to life.</p> <p>revision to engage audience and show purpose.</p> <p>revision by adding, deleting, clarifying, and rearranging words, details, and sentences.</p> <p>revision for sentence fluency.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.5.4 Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words • content words 	<p>inability to edit for spelling.</p> <p>spelling errors that impede understanding of writing.</p> <p>misspelling of high frequency and content words.</p> <p>inability to edit for spelling patterns.</p> <p>attempts to spell phonetically.</p>	<p>minimal editing for correct spelling.</p> <p>correct spellings of high frequency words.</p> <p>misspelling of content words.</p> <p>minimal editing for spelling patterns.</p> <p>phonetic spelling.</p>	<p>editing for correct spelling of high frequency and content words.</p> <p>editing for spelling patterns.</p>	<p>editing for correct spelling of high frequency and content words.</p> <p>editing for correct spelling of infrequently used words.</p> <p>editing for correct spelling.</p> <p>consistent attention given to roots and affixes.</p>
<p>Edit for correct capitalization.</p>	<p>inability to edit for standard English.</p>	<p>minimal editing for standard English.</p>	<p>editing for standard English.</p>	<p>editing for standard English.</p>
<p>Edit punctuation for</p> <ul style="list-style-type: none"> • end punctuation • commas • apostrophes • quotation marks • abbreviations • colons 	<p>inability to edit for simple capitalization and end punctuation.</p> <p>many errors in spelling, capitalization, punctuation, and grammar.</p>	<p>limited and simple editing skills in spelling, capitalization, and end punctuation.</p> <p>minimal editing for internal punctuation errors.</p>	<p>editing for correctness in spelling, capitalization, and grammar.</p> <p>editing for correct use of internal and external punctuation.</p>	<p>editing to correct errors in spelling, capitalization, and grammar.</p> <p>editing for internal and external punctuation.</p>
<p>With assistance, edit punctuation for</p> <ul style="list-style-type: none"> • hyphens • semicolons 	<p>inability to edit for hyphens and semicolons.</p>	<p>minimal editing for correct use of hyphens and semicolons.</p>	<p>editing for some internal punctuation errors.</p> <p>ability to edit for correct use of hyphens and semicolons.</p>	<p>editing to improve readability.</p> <p>ability to edit for correct use of hyphens and semicolons.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.5.5 Edit for correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases • pronoun/antecedent agreement 	inability to edit for the correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases • pronoun/antecedent agreement 	minimal editing for the correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases • pronoun/antecedent agreement 	editing for the correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases pronoun/antecedent agreement 	editing for the correct use of <ul style="list-style-type: none"> • nouns • verbs • pronouns • adjectives • subject/verb agreement • verb tenses • adverbs • clauses • phrases pronoun/antecedent agreement

Achievement Indicators for Writing
Grade 5

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.5.6 Edit sentence structure for</p> <ul style="list-style-type: none"> • complete sentences • combining sentences • compound sentences • complex sentences 	<p>inability to edit for sentence structure.</p> <p>incomplete sentence structures.</p> <p>misunderstanding of sentence combining.</p> <p>inability to use complex structures.</p> <p>inability to create personal writing style through sentence construction.</p> <p>writing that confuses the reader.</p>	<p>minimal editing of sentence structures.</p> <p>minimal editing for simple and compound sentences.</p> <p>ideas that are correct, but punctuation that is incorrect.</p> <p>minimal editing for sentence combining to create sentence variety.</p> <p>inconsistent personal style not always reinforced by sentence structure.</p>	<p>editing for varied sentence structures.</p> <p>editing for punctuation of simple and compound sentences.</p> <p>editing for complex sentences.</p> <p>editing for sentence combining.</p> <p>personal style that is reinforced by sentence structures.</p>	<p>editing for varied sentence structures.</p> <p>editing for correctly formed and punctuated simple and compound sentences.</p> <p>editing for correctly formed and punctuated complex sentences.</p> <p>extensive skill in sentence combining.</p> <p>manipulation and integration of all sentence structures to enhance the effectiveness of the text and personal writing style.</p>
<p>Edit sentence structure with a focus on elimination of</p> <ul style="list-style-type: none"> • fragments • run-ons 	<p>editing to correct fragments.</p> <p>minimal editing to correct run-ons.</p>	<p>minimal editing for sentence structure to eliminate fragments and run-ons.</p>	<p>editing of sentence structure to eliminate fragments and run-ons.</p>	<p>editing sentence structure to eliminate fragments and run-ons.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.5.7 Prepare legible final draft to display or share.	<p>inability to share/publish final drafts with an audience.</p> <p>lack of communication with an audience and a sense of purpose.</p> <p>communication only on a basic and functional level.</p> <p>lack of awareness of audience.</p> <p>voice that is flat, lifeless, or mechanical.</p> <p>lack of voice that is appropriate to purpose.</p>	<p>limited ability to share/publish incomplete final drafts with audience.</p> <p>weak or inappropriate forms of presentation (e.g., visual, oral, print).</p> <p>disorganized presentation.</p> <p>revisions that may not be based upon feedback.</p> <p>use of voice that is indifferent or distanced and unable to target intended audience or purpose.</p> <p>a few glimpses of the writer behind the words.</p>	<p>ability to share/publish drafts with audience.</p> <p>use of a variety of presentations forms (e.g., visual, oral, print).</p> <p>organized presentation.</p> <p>revisions that are based upon feedback.</p> <p>voice appropriate to purpose and intended audience.</p> <p>voice that engages the audience so that the reader can see the writer behind the words.</p>	<p>ability to share/publish drafts with designated audience.</p> <p>engaging and effective forms of presentation.</p> <p>forethought and preparedness.</p> <p>simple critical analysis and revision based upon feedback.</p> <p>communication with the intended audience demonstrating individuality, conviction, and honesty, revealing the writer behind the words.</p> <p>.</p>
Select a publishing format appropriate to the audience and purpose.	inability to select a publishing format appropriate to audience and purpose.	limited ability to select a publishing format when provided.	choosing a publishing format appropriate to audience and purpose.	independent selection of an appropriate publishing format.

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.5.1 Write multiple paragraph papers with a focus on</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • concluding statement • beginning, middle, and end • a thesis statement • transitions 	<p>attempts to write multiple paragraph papers.</p> <p>lack of thesis statement.</p> <p>lack of topic sentences.</p> <p>use of random facts that do not support topic and/or thesis.</p> <p>limited ability to write an introduction.</p> <p>lack of conclusion.</p> <p>lack of transitions.</p> <p>inability to produce compare/contrast and/or cause/effect as organizational structures.</p>	<p>limited ability to write multiple paragraph papers.</p> <p>minimal development of thesis statement.</p> <p>minimal development of topic sentences.</p> <p>minimal facts and details that support topic, topic sentences, and/or thesis.</p> <p>minimal use of accurate and/or appropriate facts.</p> <p>minimal or incomplete introduction.</p> <p>minimal or incomplete conclusion.</p> <p>transitions that may or may not be appropriate.</p> <p>minimal, simple examples of cause/effect and compare/contrast organizational structures.</p>	<p>ability to write multiple paragraph papers.</p> <p>adequate thesis statement.</p> <p>adequate topic sentences.</p> <p>use of facts and details that support the topic, topic sentences, and/or thesis.</p> <p>use of accurate and appropriate facts.</p> <p>adequate introduction and a middle that supports that introduction.</p> <p>adequate conclusion.</p> <p>adequate transitions that connect ideas.</p> <p>ability to write essays that show understanding of compare/contrast and cause/effect organizational structures.</p>	<p>ability to write focused multiple paragraph papers.</p> <p>complete thesis statement.</p> <p>complete topic sentences.</p> <p>convincing supporting evidence.</p> <p>use of facts and details that are relevant to topic, topic sentence, or thesis.</p> <p>an inviting introduction, relevant middle and logical, satisfying conclusion.</p> <p>use of transitions that add to clarity.</p> <p>independently written essays that use compare/contrast and cause/effect organizational structures.</p>
<p>With assistance, write essays and compositions using patterns of organization including.</p> <ul style="list-style-type: none"> • compare and contrast • cause and effect 				

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.5.2 Write multiple paragraph papers about experiences and/or events that are appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • character • setting • plot • dialogue • figurative language • sensory details 	<p>limited ability to write narratives and/or descriptions.</p> <p>lack of plot direction.</p> <p>lack of logical sequencing.</p> <p>inability to write an introduction and/or conclusion.</p> <p>telling descriptors rather than showing.</p> <p>lack of voice.</p> <p>incorrect use of dialogue, if present.</p> <p>undeveloped setting, characters, and plot, if present.</p> <p>inability to use figurative language and/or sensory details.</p>	<p>limited ability to write narratives and/or descriptions.</p> <p>incomplete plot and sequence.</p> <p>limited ability to provide a real introduction and/or conclusion.</p> <p>use of more telling than showing descriptors.</p> <p>no connection with the reader because of weak voice or no voice at all.</p> <p>minimal use of dialogue.</p> <p>minimal development of setting, characters, and plot.</p> <p>simple examples of figurative language and/or sensory details.</p>	<p>ability to write narratives and/or descriptions.</p> <p>adequate plot and sequence.</p> <p>appropriate introduction and conclusion.</p> <p>showing details and telling descriptors to develop setting, characters, and plot.</p> <p>connection with reader through adequate voice</p> <p>use of dialogue.</p> <p>development of setting, characters, and plot.</p> <p>use of figurative language and sensory details to enhance storyline.</p>	<p>ability to write narratives and/or descriptions.</p> <p>plot and sequence which engages the reader.</p> <p>complete introduction and conclusion.</p> <p>vivid, relevant details.</p> <p>ability to connect with reader through compelling voice.</p> <p>appropriate use of dialogue.</p> <p>thorough development of setting, characters, and plot.</p> <p>figurative language and sensory details that adds to the appeal of the narrative or description.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.5.3 Write poetry.	<p>inability to independently write different kinds of poetry from various genres.</p> <p>inability to use a variety of poetic elements.</p> <p>limited ability to complete model fill-ins.</p>	<p>minimal writing of different kinds of poetry from various genres using a variety of poetic elements.</p> <p>use of simple figurative language.</p> <p>use of simple imagery using simple word choice.</p> <p>minimal sense of rhythm.</p> <p>use of rhyme when appropriate.</p> <p>completion of modeled fill-ins.</p>	<p>writing of different kinds of poetry from various genres using a variety of poetic elements.</p> <p>use of figurative language.</p> <p>use of imagery through adequate word choice.</p> <p>a sense of rhythm.</p>	<p>writing of different kinds of compelling poetry that is relevant to the writer and reader.</p> <p>poetry from various genres using a variety of poetic elements.</p> <p>use of figurative language that enhances poetry subjects.</p> <p>vivid imagery through carefully chosen words.</p> <p>voice through word choice.</p> <p>a sense of appropriate rhythm.</p> <p>rhyme to enhance subject of poetry.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.5.4 Write responses that demonstrate an understanding of character development and motivation.</p>	<p>inability to write responses to literary selections.</p> <p>inability to produce examples to support response ideas.</p> <p>minimal supporting evidence.</p> <p>minimal examples of personal experiences that relate to the text.</p> <p>inability to produce character development and motivation.</p> <p>plagiarism of parts of text as a summary or just retelling parts of text.</p>	<p>minimal writing of responses to literary selections.</p> <p>minimal examples to support response ideas.</p> <p>minimal use of supporting evidence.</p> <p>minimal use of details.</p> <p>minimal examples of personal experience or background knowledge that relates to the text.</p> <p>minimal character development.</p> <p>summarization by retelling events rather than showing understanding of character.</p> <p>minimal use of graphic organizers to show simple plot development.</p>	<p>responses to literary selections.</p> <p>examples to support response ideas.</p> <p>use of supporting evidence and details.</p> <p>possible use of quotes from text to support ideas and details.</p> <p>personal experience or background knowledge that relates to the text.</p> <p>character development and motivation.</p> <p>summarization of story line.</p> <p>use of graphic organizers, to understand the plot of a selection.</p>	<p>responses to literary selections.</p> <p>responses that clearly support selection.</p> <p>responses supported by specific evidence and details.</p> <p>use of details and quotations accurately and effectively.</p> <p>personal experience or background knowledge that relates to text.</p> <p>complete understanding of character development and motivation.</p> <p>summarization.</p> <p>independent understanding of plot.</p>
<p>Summarize information.</p> <p>With assistance, write responses that demonstrate an understanding of plot in literary selections.</p>	<p>inability to retrace the plot in a selection.</p> <p>minimal responses when aided by story maps and flow charts.</p>	<p>summarization by retelling events rather than showing understanding of character.</p> <p>minimal use of graphic organizers to show simple plot development.</p>	<p>summarization of story line.</p> <p>use of graphic organizers, to understand the plot of a selection.</p>	<p>summarization.</p> <p>independent understanding of plot.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.5.5 Write responses that analyze the elements of exposition.	<p>inability to write a response to expository text.</p> <p>inability to produce a topic sentence.</p> <p>use of random or inaccurate facts that do not support topic.</p> <p>inability to use correct paragraph format.</p> <p>inability to write responses that use specific details from expository text.</p> <p>inability to analyze the elements of exposition and their effects on text.</p> <p>misunderstanding of what should be contained in responses to expository text.</p>	<p>minimal responses to expository text.</p> <p>minimal development of a topic.</p> <p>minimal support for topic.</p> <p>minimal paragraph format.</p> <p>use of inaccurate facts from text.</p> <p>use of sketchy details.</p> <p>minimal use of specific details from expository text.</p> <p>minimal analysis of the elements of exposition.</p>	<p>adequate responses to expository text.</p> <p>development of a clear topic.</p> <p>use of relevant details from expository text.</p> <p>use of general details to support text.</p> <p>use of paragraph format.</p> <p>use of facts and details.</p> <p>simple analysis of some of the elements of exposition and their effects on text.</p>	<p>detailed, accurate responses using specific details from expository text.</p> <p>well-developed topic.</p> <p>use of facts and details that are relevant to and support the topic.</p> <p>use of multiple paragraph format.</p> <p>cohesive responses to expository text.</p> <p>construction of a simple analysis of the elements of exposition and their effects on text.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.5.6 Write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence 	<p>minimal persuasive paragraphs.</p> <p>no clear details and facts and/or confusing details and facts.</p> <p>confusing position or opinion.</p> <p>inability to gain insight to persuasive topic.</p> <p>no apparent personal experience and/or background knowledge related to topic.</p> <p>inability to write persuasive essays that include a thesis statement and relevant, supporting evidence.</p>	<p>short persuasive paragraphs that offer only limited factual or persuasive evidence.</p> <p>insufficient facts or evidence.</p> <p>an unconvincing position or opinion.</p> <p>inadequately maintained sight of persuasive topic.</p> <p>position based primarily on personal experience or background knowledge.</p> <p>minimal persuasive essays that include a thesis statement and relevant, supporting evidence.</p>	<p>short persuasive paragraphs that offer adequate persuasive evidence.</p> <p>evidence to support causes and effects.</p> <p>a convincing position or opinion.</p> <p>maintained focus on persuasive topic.</p> <p>relevant personal experience and/or background knowledge.</p> <p>persuasive essays that include a thesis statement and relevant, supporting evidence.</p>	<p>persuasive paragraphs that offer detailed and/or comprehensive persuasive evidence.</p> <p>thorough and detailed support.</p> <p>a convincing, well-reasoned position and/or opinion.</p> <p>aligned focus of persuasive topic to maintain supporting evidence.</p> <p>personal experiences and/or background knowledge that enhances the persuasive evidence.</p> <p>essays that include complete thesis statement and relevant, supporting evidence.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.5.7 Write a variety of communications in appropriate formats.	<p>minimally constructed friendly letters.</p> <p>inability to include information necessary for clear communication.</p> <p>inability to use format.</p> <p>inability to organize and sequence.</p> <p>inability to address audience and purpose.</p> <p>inability to use address format appropriate to audience and purpose.</p> <p>inability to write business and professional letters using an established format.</p> <p>inability to write a variety of communications in various formats.</p>	<p>minimally constructed friendly letters.</p> <p>missing or extraneous information creating confusion in communication.</p> <p>minimal use of appropriate format.</p> <p>minimal organization and sequence.</p> <p>minimal use of language specific for format, audience, and/or purpose.</p> <p>minimal construction of business letters using an appropriate format.</p>	<p>adequate friendly letters.</p> <p>inclusion of information necessary for clear communication.</p> <p>use of appropriate format.</p> <p>use of organization and sequence.</p> <p>use of language specific for format, audience, and/or purpose.</p> <p>construction of other kinds of communication, including business letters, correctly.</p>	<p>adequate friendly letters.</p> <p>inclusion of information necessary for clear communication.</p> <p>use of appropriate format.</p> <p>organization, control, and sequential information.</p> <p>language that is insightful, clear, and expressive.</p> <p>address format, appropriate to audience and purpose.</p> <p>construction of a variety of business communications.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.5.8 Write instructions to complete tasks or procedures.	<p>inability to write instructions to complete tasks or procedures.</p> <p>simple lists.</p> <p>missing or out of order steps.</p> <p>incomplete phrases or fragments.</p> <p>lack of an intended end product or conclusion.</p>	<p>limited ability to write instructions that are consistent and lead to the intended conclusion.</p> <p>lack of sequential steps.</p> <p>only listed steps.</p> <p>unclear or confusing sentences.</p> <p>steps that possibly lead to the intended end product or conclusion.</p>	<p>instructions to complete tasks or procedures.</p> <p>sequential steps.</p> <p>clear and concise sentences.</p> <p>a procedure that relates to the task.</p> <p>logical steps that lead to the intended product or conclusion.</p>	<p>instructions to complete tasks or procedures.</p> <p>logical, sequential steps.</p> <p>clear details and concise sentences.</p> <p>relevant tasks and multiple steps.</p> <p>logical steps that lead to the intended product or conclusion.</p>

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.5.9 Write research papers by <ul style="list-style-type: none"> • choosing and narrowing a research topic • locating and collection information from primary and secondary resources • recording information • paraphrasing and summarizing information • organizing collected information • documenting source using 	inability to write research papers. inability to narrow research topic. inability to identify or collect information. inability to write introductions and/or conclusions. inability to write a topic sentences. inability to use facts that support topic, topic sentences, or thesis. inability to use details. inability to acknowledge source. partial or inaccurate information.	limited ability to write research papers. inability to choose and narrow a research topic. inability to locate and collect information. incomplete introductions and/or conclusions. incomplete topic sentences. minimal use of facts that may or may not support the support topic, topic sentences. information without acknowledging the sources.	research papers that develop a topic. narrowed research topic. location and collection of information. adequate introductions and conclusions. development of clear topic sentences. facts that support the topic, topic sentences. use of accurate and appropriate facts. acknowledgement of sources of information.	well-developed research papers. narrowed research topic. effective location and collection of source information. engaging introductions and satisfying conclusions. insight into the topic. topic development demonstrating knowledge of topic. convincing evidence and support. use of facts, opinions, and details that are relevant to topic. acknowledgement of sources of information.

Achievement Indicators for Writing
Grade 5

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Demonstrates an understanding of difference between original and plagiarized works.	<p>copied information presented as summarizing.</p> <p>inability to acknowledge sources of information.</p> <p>inability to understand the differences between original and plagiarized works.</p>	<p>simple summaries that includes the main ideas.</p> <p>ability to acknowledge sources.</p> <p>minimal understanding of the differences between original and plagiarized works.</p>	<p>summaries using main ideas and a few general, supporting details.</p> <p>sources of information using an established format.</p> <p>understanding of the differences between original and plagiarized works.</p>	<p>complete summaries.</p> <p>sources of information according to an established format.</p> <p>convincing evidence and support without plagiarism.</p>

Achievement Indicators for Listening and Speaking
Grade 5

Listening and Speaking Achievement Indicators Grade 5				
Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>7.5.1 Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>Listen for and identify</p> <ul style="list-style-type: none"> • main idea • mood • purpose • messages • tone <p>Listen for and distinguish fact from opinion.</p> <p>Listen for and summarize ideas and supporting details.</p>	<p>ability to listen to be entertained.</p> <p>limited ability to gain information and may need directions repeated or broken down.</p> <p>ability to identify mood when given a format.</p> <p>inability to identify main idea, but may be able to recall some details.</p> <p>inability to identify purpose, messages and tone.</p> <p>inability to distinguish fact from opinion.</p> <p>limited ability to recall details when given a format (e.g., beginning, middle and end).</p>	<p>ability to be entertained and understand simple directions.</p> <p>limited ability to gain information from listening.</p> <p>ability to identify main idea and mood when listening.</p> <p>limited ability to identify purpose, messages and tone.</p> <p>limited ability to distinguish fact from opinion.</p> <p>limited ability to summarize ideas and supporting details.</p>	<p>ability to gain information, be entertained, and understand directions from listening.</p> <p>ability to identify main idea, mood, purpose, messages and tone when listening.</p> <p>ability to distinguish fact from opinion.</p> <p>ability to summarize ideas and supporting details when listening when given a format.</p>	<p>ability to gain information, be entertained and understand multi-step directions.</p> <p>ability to identify and justify main idea, mood, purpose, messages and tone.</p> <p>ability to distinguish fact from opinion.</p> <p>ability to summarize and justify ideas and supporting details.</p>

Achievement Indicators for Listening and Speaking
Grade 5

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>With assistance, listen for and explain the effect of the speaker's attitude on audience.</p> <p>With assistance, listen for and identify persuasive techniques.</p>	<p>inability to explain the effect of the speaker's attitude.</p> <p>inability to identify persuasive techniques.</p>	<p>limited ability to explain the effect of the speaker's attitude on audience.</p> <p>limited ability to identify persuasive techniques when given a format.</p>	<p>ability to identify the attitude of the speaker.</p> <p>limited ability to explain the effect of the speaker's attitude on audience.</p> <p>limited ability to consistently identify persuasive techniques (e.g., personal appeal, and propaganda).</p>	<p>ability to identify the attitude of the speaker.</p> <p>ability to explain the effect of the speaker's attitude on audience.</p> <p>ability to consistently identify persuasive techniques.</p>
<p>7.5.2 Listen to and evaluate oral communications for</p> <ul style="list-style-type: none"> • content • delivery • point of view • ideas <p>With assistance, listen to and evaluate the purpose and value of oral communications.</p>	<p>limited ability to listen to oral communications for content, delivery, point of view, and ideas.</p> <p>inability to evaluate oral communications for content, delivery, point of view, and ideas.</p> <p>limited ability to listen to the purpose of oral communications.</p> <p>inability to evaluate the purpose and value of oral communications.</p>	<p>ability to listen to oral communications for content, delivery, point of view, and ideas.</p> <p>limited ability to evaluate oral communications for content, delivery, point of view, and ideas.</p> <p>limited ability to listen to and evaluate the purpose and value of oral communications when given examples.</p>	<p>ability to listen to and evaluate oral communications for content, delivery, point of view, and ideas.</p> <p>limited ability to listen to and evaluate the purpose and value of oral communications.</p>	<p>ability to listen to and evaluate oral communications for content, delivery, point of view, and ideas.</p> <p>ability to listen to and evaluate the purpose and value of oral communications.</p>
<p>7.5.3 Expand vocabulary through listening.</p>	<p>inability to expand and reinforce vocabulary through listening.</p>	<p>limited ability to expand and reinforce vocabulary through listening.</p>	<p>ability to expand vocabulary through listening.</p>	<p>ability to use vocabulary gained through listening.</p>

Achievement Indicators for Listening and Speaking
Grade 5

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
7.5.4 Listen for and identify dialect and slang.	inability to identify the purpose of slang.	limited ability to identify the purpose of slang.	ability to identify the purpose of slang.	ability to explain the purpose of slang.
Listen for and identify the use of formal and informal language.	inability to identify the purpose of dialect. inability to listen for and identify the use of formal language.	limited ability to identify the purpose of dialect. limited ability to listen for and identify the use of formal language.	ability to identify the purpose of dialect. ability to listen for and identify the use of formal language.	ability to explain the purpose of dialect. ability to listen for and explain the use of formal language.
Listen for and distinguish between social and academic language.	inability to listen for and identify the use of informal language. limited ability to identify social language. limited ability to identify academic language.	limited ability to listen for and identify the use of informal language. limited ability to listen for and distinguish between social and academic language.	ability to listen for and identify the use of informal language. ability to listen for and distinguish between social and academic language.	ability to listen for and explain the use of informal language. ability to listen for and explain the difference between social and academic language.

Achievement Indicators for Listening and Speaking
Grade 5

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
7.5.5 Actively listen to oral communications.	limited ability to listen to oral communication.	limited ability to actively listen to oral communications.	ability to actively listen to oral communications.	ability to actively listen to oral communications.
Listen to and participate in conversations.	limited ability to listen to conversations. limited ability to participate in conversation.	ability to listen to and participate in conversations, but relevant input may be limited.	ability to listen to and participate in conversations.	ability to listen and actively participate in conversations.
Listen to and evaluate constructive feedback.	limited ability to listen to constructive feedback. limited ability to evaluate whether constructive feedback is appropriate.	ability to listen to constructive feedback. limited ability to evaluate whether constructive feedback is appropriate.	ability to listen to constructive feedback and evaluate appropriateness.	ability to listen to constructive feedback and evaluate appropriateness.
Provide constructive feedback.	limited ability to provide feedback that may or may not be constructive.	ability to provide feedback, but may or may not be constructive.	ability to provide appropriate constructive feedback.	ability to provide appropriate constructive feedback that will enhance the group discussion.
Focus attention to solve problems by identifying, synthesizing, and evaluating data.	inability to focus attention to solve problems by identifying data. inability to focus attention to solve problems by synthesizing data. inability to focus attention to solve problems by evaluating data.	limited ability to focus attention to solve problems by identifying data. limited ability to focus attention to solve problems by synthesizing data. limited ability to focus attention to solve problems by evaluating data.	ability to focus attention to solve problems by identifying data. ability to focus attention to solve problems by synthesizing data. ability to focus attention to solve problems by evaluating data.	ability to focus attention to solve problems by identifying data. ability to focus attention to solve problems by synthesizing data. ability to focus attention to solve problems by evaluating data.

Achievement Indicators for Listening and Speaking
Grade 5

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
8.5.1 Give directions to complete tasks.	limited ability to give directions to complete simple tasks, but directions may not have all of the steps or may not be sequential.	limited ability to give directions to complete simple tasks.	ability to give directions to complete simple tasks.	ability to give detailed directions to complete complex tasks.
Ask questions to clarify directions.	inability to ask appropriate questions to clarify directions.	limited ability to ask questions to clarify directions, but questions may not aid in accomplishing the task.	ability to ask questions to clarify directions to ensure completion of tasks.	ability to ask detailed questions to clarify directions to ensure completion of tasks.
8.5.2 Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas 	limited ability to describe feelings, experiences, observations and ideas using simple vocabulary, but vocabulary may not be at grade level.	limited ability to describe feelings, experiences, observations and ideas using appropriate vocabulary.	ability to describe feelings, experiences, observations and ideas using appropriate, specific vocabulary.	ability to describe feelings, experiences, observations and ideas using specific vocabulary.
Apply Standard English to communicate ideas.	inability to consistently use Standard English to communicate ideas.	limited ability to consistently use Standard English to communicate ideas.	ability to consistently use Standard English to communicate ideas.	ability to consistently use Standard English to communicate ideas.

Achievement Indicators for Listening and Speaking
Grade 5

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>8.5.3 Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose <p>Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence • illustrating information with media aids <p>Communicate statements that express an opinion.</p> <p>Defend a position using evidence.</p>	<p>limited ability to use public speaking techniques to deliver presentations.</p> <p>inability to alter presentation to suit the audience and purpose.</p> <p>limited ability to communicate information when presenting information using various media aids which may not be focused or sequential.</p> <p>ability to express an opinion.</p> <p>limited ability to state a position.</p> <p>inability to defend a position.</p>	<p>limited ability to consistently use public speaking techniques to deliver presentations.</p> <p>limited ability to alter presentation to suit the audience and purpose.</p> <p>limited ability to consistently communicate information by maintaining a clear focus, following a logical sequence and presenting information using various media aids.</p> <p>ability to give statements that express an opinion.</p> <p>ability to state a position.</p> <p>limited ability to defend a position using relevant supporting evidence.</p>	<p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, and enunciation.</p> <p>ability to alter presentation to suit the audience and purpose.</p> <p>ability to communicate information by maintaining a clear focus, following a logical sequence and disseminating information using various media aids. (e.g., newspapers, charts and power point)</p> <p>ability to give statements that express an opinion.</p> <p>ability to defend a position using evidence.</p>	<p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, and enunciation.</p> <p>ability to alter presentation to suit the audience and purpose.</p> <p>ability to communicate information by maintaining a clear focus, following a logical sequence and disseminating information using various media aids.</p> <p>ability to express and justify an opinion.</p> <p>ability to defend and justify a position using evidence from multiple sources.</p>

Achievement Indicators for Listening and Speaking
Grade 5

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
8.5.4 Contribute to conversations and discussions about a given topic.	limited ability to contribute to conversations and discussions about a given topic.	limited ability to contribute to conversations and discussions about a given topic which may or may not be relevant.	ability to contribute to conversations and discussions about a given topic.	ability to actively elaborate and contribute to conversations and discussions about a given topic.
Respond to questions to clarify and extend ideas.	limited ability to respond to questions, but ideas may or may not be extended or clarified.	ability to respond to questions. limited ability to clarify and extend ideas.	ability to respond to questions to clarify information and extend ideas.	ability to respond to questions to clarify information and extend ideas by making connections (e.g., self to self, self to text, self to world).
Ask relevant questions to clarify information and extend ideas.	limited ability to ask relevant questions.	ability to ask questions that may or may not be relevant to clarify information. limited ability to ask questions to extend ideas.	ability to ask relevant questions to clarify information and extend ideas.	ability to ask relevant leading questions to clarify information and extend ideas.
Take a leadership role in conversations and discussions.	inability to take a leadership role in conversations and discussions.	limited ability to take a leadership role in conversations and discussions.	ability to take a leadership role in conversations and discussions.	ability to take an active leadership role in conversations and discussions to ensure that all participate and contribute.
Distinguish between relevant and irrelevant information.	inability to distinguish between relevant and irrelevant information.	limited ability to distinguish between relevant and irrelevant information.	ability to distinguish between relevant and irrelevant information.	ability to distinguish between relevant and irrelevant information. ability to revise irrelevant information so that it is relevant.