

# Learning Progressions

GRADE  
**5**

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



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## NC ELA Standards — Learning Progressions

### Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

#### Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

### Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

\*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

## **Other Considerations**

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

\*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

## **Disclaimer**

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

## Reading Literature – Grade 5

### STANDARD

**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to details and examples in a text when explaining what the text says explicitly</li> <li><input type="checkbox"/> Refer to details and examples in a text when drawing inferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quote from a text when explaining what the text says explicitly</li> <li><input type="checkbox"/> Quote from a text when drawing inferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quote accurately from a text when explaining what the text says explicitly</li> <li><input type="checkbox"/> Quote accurately from a text when drawing inferences from the text</li> <li><input type="checkbox"/> Consistently demonstrate RL.5.1 grade-level proficiency with an increasingly complex text and/or task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task</li> <li><input type="checkbox"/> Cite textual evidence to support analysis of what the text says explicitly</li> <li><input type="checkbox"/> Cite textual evidence to support analysis of inferences drawn from the text</li> </ul>

## STANDARD

**RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Determine a theme of a story, drama, or poem from details in the text	<input type="checkbox"/> Identify when characters in a story or drama respond to challenges  <input type="checkbox"/> Identify when a speaker in a poem reflects upon a topic	<input type="checkbox"/> Determine how characters in a story or drama respond to challenges  <input type="checkbox"/> Determine how the speaker in a poem reflects upon a topic  <input type="checkbox"/> Summarize the text, using the theme and details from the text  <input type="checkbox"/> Consistently demonstrate RL.5.2 grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task  <input type="checkbox"/> Determine how a theme of a text is conveyed through particular details  <input type="checkbox"/> Provide a summary of the text distinct from personal opinions or judgments

## STANDARD

**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Describe two or more characters, settings, or events in story or drama  <input type="checkbox"/> Describe two or more settings in story or drama  <input type="checkbox"/> Describe two or more events in story or drama	<input type="checkbox"/> In a story or drama, compare two or more characters, settings, or events  <input type="checkbox"/> In a story or drama, contrast two or more characters, settings, or events	<input type="checkbox"/> Draw on specific details in a story or drama, when comparing two or more characters, settings, or events  <input type="checkbox"/> Draw on specific details in a story or drama, when contrasting two or more characters, settings, or events  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task  <input type="checkbox"/> Describe how a particular story's or drama's plot unfolds in a series of episodes  <input type="checkbox"/> Describe how the characters respond or change as the plot moves toward a resolution.

## STANDARD

**RL.5.4** Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Determine the meaning of words as they are used in a text  <input type="checkbox"/> Determine the meaning of phrases as they are used in a text	<input type="checkbox"/> Recognize that authors intentionally choose specific words  <input type="checkbox"/> Understand that words can contribute to meaning  <input type="checkbox"/> Understand that words can contribute to tone	<input type="checkbox"/> Recognizing specific word choices that contribute to meaning  <input type="checkbox"/> Recognizing specific word choices that contribute to tone  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task  <input type="checkbox"/> Analyze the impact of a specific word choice on meaning  <input type="checkbox"/> Analyze the impact of a specific word choice on tone

## STANDARD

**RL.5.5** Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the overall structure of a particular story, drama, or poem	<input type="checkbox"/> Determine how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem	<input type="checkbox"/> Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task  <input type="checkbox"/> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text  <input type="checkbox"/> Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot

## STANDARD

**RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the narrator's or speaker's point of view	<input type="checkbox"/> Describe the narrator's or speaker's point of view  <input type="checkbox"/> Identify the events in the text	<input type="checkbox"/> Describe how the narrator's or speaker's point of view influences how events are described  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task  <input type="checkbox"/> Explain how an author develops the point of view of the narrator or speaker in a text



## STANDARD

**RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the meaning, tone, or aesthetics of a text	<input type="checkbox"/> Determine the visual elements that contribute to the meaning, tone, or aesthetics of a text  <input type="checkbox"/> Determine the multimedia elements that contribute to the meaning, tone, or aesthetics of a text	<input type="checkbox"/> Analyze how the visual elements contribute to the meaning, tone, or aesthetics of a text  <input type="checkbox"/> Analyze how multimedia elements contribute to the meaning, tone, or aesthetics of a text  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task  <input type="checkbox"/> Compare the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text  <input type="checkbox"/> Contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text  <input type="checkbox"/> Include contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch

## STANDARD

**RL.5.8** Not applicable in literature.

## STANDARD

**RL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the common themes of the stories in the same genre</li> <li><input type="checkbox"/> Identify the common topics of the stories in the same genre</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare stories in the same genre on their approaches to similar themes</li> <li><input type="checkbox"/> Compare stories in the same genre on their approaches to similar topics</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contrasts stories in the same genre on their approaches to similar themes</li> <li><input type="checkbox"/> Contrasts stories in the same genre on their approaches to similar topics</li> <li><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Compare texts in different forms or genres in terms of their approaches to similar themes</li> <li><input type="checkbox"/> Compare texts in different forms or genres in terms of their approaches to similar topics</li> <li><input type="checkbox"/> Contrasts texts in different forms or genres in terms of their approaches to similar themes</li> <li><input type="checkbox"/> Contrasts texts in different forms or genres in terms of their approaches to similar topics</li> </ul>

## STANDARD

**RL.5.10** By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Read and understand literature at the high end of the 4-5 text complexity band proficiently and independently	<input type="checkbox"/> Read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time	<input type="checkbox"/> Connect prior knowledge to literature <input type="checkbox"/> Connect experiences to literature <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Read and understand literature within the 6-8 text complexity band proficiently and independently <input type="checkbox"/> Read and understand literature within the 6-8 complexity band proficiently and independently for sustained periods of time <input type="checkbox"/> Connect prior knowledge to literature <input type="checkbox"/> Connect experiences to literature

## Reading Informational Text – Grade 5

### STANDARD

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to details and examples in a text when explaining what the text says explicitly</li> <li><input type="checkbox"/> Refer to details and examples in a text when drawing inferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quote from a text when explaining what the text says explicitly</li> <li><input type="checkbox"/> Quote from a text when drawing inferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quote accurately from a text when explaining what the text says explicitly</li> <li><input type="checkbox"/> Quote accurately from a text when drawing inferences from the text</li> <li><input type="checkbox"/> Consistently demonstrate RI.5.1 grade-level proficiency with an increasingly complex text and/or task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task</li> <li><input type="checkbox"/> Cite textual evidence to support analysis of what the text says explicitly</li> <li><input type="checkbox"/> Cite textual evidence to support analysis of inferences drawn from the text</li> </ul>

## STANDARD

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Determine two or more main ideas of a text	<input type="checkbox"/> Explain how the main ideas are supported by key details	<input type="checkbox"/> Summarize the text, using the main ideas and the supporting key details  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task  <input type="checkbox"/> Determine a central idea of a text  <input type="checkbox"/> Determine how the central idea of a text is conveyed through particular details  <input type="checkbox"/> Provide a summary of the text distinct from personal opinions or judgments

## STANDARD

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text	<input type="checkbox"/> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text	<input type="checkbox"/> When explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text in a text <input type="checkbox"/> Base it on specific information in the text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Analyze in detail how a key individual, event, or idea is introduced in a text <input type="checkbox"/> Analyze in detail how a key individual, event, or idea is illustrated in a text <input type="checkbox"/> Analyze in detail how a key individual, event, or idea is elaborated in a text

## STANDARD

**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify general academic words in a text relevant to a grade 5 topic or subject area</li> <li><input type="checkbox"/> Identify domain-specific academic words in a text relevant to a grade 5 topic or subject area</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the meaning of general academic words in a text</li> <li><input type="checkbox"/> Determine the meaning of domain-specific words in a text</li> <li><input type="checkbox"/> Identify general academic phrases in a text relevant to a grade 5 topic or subject area</li> <li><input type="checkbox"/> Identify domain-specific academic phrases in a text relevant to a grade 5 topic or subject area</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the meaning of general academic phrases in a text relevant to a grade 5 topic or subject area</li> <li><input type="checkbox"/> Determine the meaning of domain-specific phrases in a text relevant to a grade 5 topic or subject area</li> <li><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task</li> <li><input type="checkbox"/> Determine the meaning of words as they are used in a text</li> <li><input type="checkbox"/> Determine the meaning of phrases as they are used in a text</li> <li><input type="checkbox"/> Analyze the impact of a specific word choice on meaning</li> </ul>

## STANDARD

**RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify the overall structure of events, ideas, concepts, or information in two different texts	<input type="checkbox"/> Describe the overall structure of events, ideas, concepts, or information of each text	<input type="checkbox"/> Compare the overall structure of events, ideas, concepts, or information in two or more texts  <input type="checkbox"/> Contrast the overall structure of events, ideas, concepts, or information in two or more texts  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task  <input type="checkbox"/> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text  <input type="checkbox"/> Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas

## STANDARD

**RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Demonstrate understanding of the common event or topic  <input type="checkbox"/> Identify the points of view represented in each account	<input type="checkbox"/> Analyze multiple accounts of the same event or topic	<input type="checkbox"/> Note important similarities in the point of view they represent  <input type="checkbox"/> Note important differences in the point of view they represent  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task  <input type="checkbox"/> Determine an author's point of view or purpose in a text  <input type="checkbox"/> Explain how an author's point of view or purpose is conveyed in the text



## STANDARD

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify information from multiple print or digital sources	<input type="checkbox"/> Draw on information from multiple print or digital sources to answer a question or solve a problem	<input type="checkbox"/> Demonstrate the ability to efficiently locate an answer to a question or to solve a problem, using information drawn from multiple print or digital sources  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task  <input type="checkbox"/> Integrate information presented in different media or formats, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Visually</li> <li><input type="checkbox"/> Quantitatively</li> <li><input type="checkbox"/> In words to develop a coherent understanding of a topic or issue</li> </ul>

## STANDARD

**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the reasons an author uses to support particular points in a text</li> <li><input type="checkbox"/> Identify evidence the author uses to support particular points in a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how an author uses reasons to support particular points in a text</li> <li><input type="checkbox"/> Explain how an author uses evidence to support particular points in a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying which reasons support which point(s)</li> <li><input type="checkbox"/> Identifying which evidence supports which point(s)</li> <li><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task</li> <li><input type="checkbox"/> Trace the argument in a text</li> <li><input type="checkbox"/> Trace the specific claims in a text</li> <li><input type="checkbox"/> Evaluate the argument in a text</li> <li><input type="checkbox"/> Evaluate the specific claims in a text</li> <li><input type="checkbox"/> Distinguish claims that are supported by reasons and evidence from claims that are not</li> </ul>

## STANDARD

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Identify information from several texts on the same topic	<input type="checkbox"/> Integrate information from several texts on the same topic	<input type="checkbox"/> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably  <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task  <input type="checkbox"/> Compare one author's presentation of events with that of another  <input type="checkbox"/> Contrast one author's presentation of events with that of another

## STANDARD

**RI.5.10** By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Independently read informational texts within the 4-5 text complexity band</li> <li><input type="checkbox"/> Proficiently read informational texts at the high end of the 4-5 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Independently read and understand informational texts at the high end of the 4-5 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Proficiently read and understand informational texts at the high end of the 4-5 text complexity band for sustained periods of time</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Connect prior knowledge to informational text</li> <li><input type="checkbox"/> Connect experiences to informational text</li> <li><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task</li> <li><input type="checkbox"/> Independently read informational texts within the 6-8 text complexity band</li> <li><input type="checkbox"/> Proficiently read informational texts within the 6-8 text complexity band</li> <li><input type="checkbox"/> Independently read and understand informational texts within the 6-8 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Proficiently read and understand informational texts within the 6-8 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge to informational text</li> <li><input type="checkbox"/> Connect experiences to informational text</li> </ul>

## Writing – Grade 5

### STANDARD

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- c. Provide logically ordered reasons that are supported by facts and details.
- d. Link opinion and reasons using words, phrases, and clauses.
- e. Provide a concluding statement or section related to the opinion presented.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

#### Beginning

#### Progressing

#### Applying

#### Extending

### W.5.1

☐ Support a point of view, when writing opinion pieces on topics or texts

- ☐ Provide reasons to support a point of view, when writing opinion pieces on topics or texts
- ☐ Identify information to support a point of view, when writing opinion pieces on topics or texts

- ☐ Provide information to support a point of view, when writing opinion pieces on topics or texts
- ☐ Consistently demonstrates grade-level proficiency

☐ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

### W.5.1a

☐ Gather information and ideas

- ☐ Select information related to the topic
- ☐ Select ideas related to the topic

- ☐ Organize information and ideas around a topic to plan and prepare to write
- ☐ Consistently demonstrates grade-level proficiency

☐ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

**W.5.1b**

- ☐ Introduce the topic or text they are writing about
- ☐ State an opinion
- ☐ Clearly introduce the topic or text they are writing about

- ☐ Determine how to logically group ideas to support the writer's purpose

- ☐ Create an organizational structure in which ideas are logically grouped to support the writer's purpose
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
- ☐ Introduce claim(s)
- ☐ Clearly organize the reasons and evidence

**W.5.1c**

- ☐ Identify reasons that are supported by facts and details

- ☐ Determine how to logically order the reasons

- ☐ Provide logically ordered reasons that are supported by facts and details
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
- ☐ Support claim(s) with clear reasons
- ☐ Support claim(s) with relevant evidence
- ☐ Use credible sources
- ☐ Demonstrating an understanding of the topic or text

**W.5.1d**

- ☐ Identify linking words to connect opinion and reasons
- ☐ Identify linking phrases to connect opinion and reasons

- ☐ Link opinion and reasons using words and phrases
- ☐ Identify linking clauses to connect opinion and reasons

- ☐ Link opinion and reasons using clauses
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
- ☐ Clarify the relationships among claim(s) and reasons by using
  - ☐ Words
  - ☐ Phrases
  - ☐ Clauses

**W.5.1e**

<input type="checkbox"/> Identify how to relate a conclusion to the opinion	<input type="checkbox"/> Identify appropriate concluding words to relate the conclusion to the opinion	<input type="checkbox"/> Provide a concluding statement or section related to the opinion presented  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task  <input type="checkbox"/> Establish a formal style  <input type="checkbox"/> Maintain a formal style
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**W.5.1f**

<p><b>With guidance and support from adults,</b></p> <input type="checkbox"/> Determine the audience <input type="checkbox"/> Determine revisions needed for audience <input type="checkbox"/> Determine edits needed for audience	<p><b>With guidance and support from adults,</b></p> <input type="checkbox"/> Develop writing as needed by revising, editing, with consideration to task, purpose, and audience <input type="checkbox"/> Strengthen writing as needed by revising, editing, with consideration to task, purpose, and audience	<p><b>With guidance and support from adults,</b></p> <input type="checkbox"/> Develop writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience <input type="checkbox"/> Strengthen writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task  <input type="checkbox"/> Provide a concluding statement or section that follows from the argument presented
<p><b>With guidance and support from peers,</b></p> <input type="checkbox"/> Determine the audience <input type="checkbox"/> Determine revisions needed for audience <input type="checkbox"/> Determine edits needed for audience	<p><b>With guidance and support from peers,</b></p> <input type="checkbox"/> Develop writing as needed by revising, editing, with consideration to task, purpose, and audience <input type="checkbox"/> Strengthen writing as needed by revising, editing, with consideration to task, purpose, and audience	<p><b>With guidance and support from peers,</b></p> <input type="checkbox"/> Develop writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience <input type="checkbox"/> Strengthen writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	

## STANDARD

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Link ideas within and across categories of information using words, phrases, and clauses.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Provide a concluding statement or section related to the information or explanation presented.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

Beginning	Progressing	Applying	Extending
<b>W.5.2</b>			
<input type="checkbox"/> Examine the topic	<input type="checkbox"/> Select ideas  <input type="checkbox"/> Select information  <input type="checkbox"/> Organize ideas and information	<input type="checkbox"/> Write informative/ explanatory texts to: <input type="checkbox"/> Examine a topic <input type="checkbox"/> Clearly convey ideas and information  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task
<b>W.5.2a</b>			
<input type="checkbox"/> Gather information and ideas	<input type="checkbox"/> Select information related to the topic  <input type="checkbox"/> Select ideas related to the topic	<input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task



**W.5.2b**

<input type="checkbox"/> Introduce a topic clearly	<input type="checkbox"/> Determine the general observation to present <input type="checkbox"/> Determine the general focus to present <input type="checkbox"/> Determine how to group related information logically	<input type="checkbox"/> Provide a general observation <input type="checkbox"/> Provide a general focus <input type="checkbox"/> Group related information logically <input type="checkbox"/> When useful to aiding comprehension, include: <ul style="list-style-type: none"><li><input type="checkbox"/> Formatting</li><li><input type="checkbox"/> Illustrations</li><li><input type="checkbox"/> Multimedia</li></ul>	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Organize ideas, concepts, and information, using the following strategies: <ul style="list-style-type: none"><li><input type="checkbox"/> Definition</li><li><input type="checkbox"/> Classification</li><li><input type="checkbox"/> Comparison/contrast</li><li><input type="checkbox"/> Cause/effect</li></ul> <input type="checkbox"/> Include graphics when useful to aiding comprehension
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**W.5.2c**

<input type="checkbox"/> Develop the topic with facts <input type="checkbox"/> Develop the topic with definitions	<input type="checkbox"/> Determine appropriate concrete details for developing the topic <input type="checkbox"/> Determine appropriate quotations for developing the topic <input type="checkbox"/> Determine other information and examples appropriate for developing the topic	<input type="checkbox"/> Develop the topic with: <ul style="list-style-type: none"><li><input type="checkbox"/> Concrete details</li><li><input type="checkbox"/> Quotations</li><li><input type="checkbox"/> Other information/examples related to the topic</li></ul> <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Develop the topic with: <ul style="list-style-type: none"><li><input type="checkbox"/> Relevant facts</li><li><input type="checkbox"/> Relevant definitions</li><li><input type="checkbox"/> Relevant concrete details</li><li><input type="checkbox"/> Relevant quotations</li><li><input type="checkbox"/> Other information/examples relevant to the topic</li></ul>
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**W.5.2d**

<ul style="list-style-type: none"><li><input type="checkbox"/> Link ideas within categories of information using words</li><li><input type="checkbox"/> Link ideas within categories of information using phrases</li><li><input type="checkbox"/> Identify linking clauses to connect ideas within categories of information</li><li><input type="checkbox"/> Determine how ideas connect across categories of information</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Link ideas within categories of information using clauses</li><li><input type="checkbox"/> Identify linking words to connect ideas across categories of information</li><li><input type="checkbox"/> Identify linking phrases to connect ideas across categories of information</li><li><input type="checkbox"/> Identify linking clauses to connect ideas across categories of information</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Link ideas across categories of information using:<ul style="list-style-type: none"><li><input type="checkbox"/> Words</li><li><input type="checkbox"/> Phrases</li><li><input type="checkbox"/> Clauses</li></ul></li><li><input type="checkbox"/> Consistently demonstrates grade-level proficiency</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task</li><li><input type="checkbox"/> Determine the relationship among ideas and concepts</li><li><input type="checkbox"/> Identify the appropriate transitions to clarify the relationships among the ideas and concepts</li><li><input type="checkbox"/> Use appropriate transitions to clarify the relationships among ideas and concepts</li></ul>
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**W.5.2e**

<ul style="list-style-type: none"><li><input type="checkbox"/> Become familiar with precise language related to the topic</li><li><input type="checkbox"/> Become familiar with domain-specific vocabulary related to the topic</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Identify precise language to inform about or explain the topic</li><li><input type="checkbox"/> Identify domain-specific vocabulary to inform about or explain the topic</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Use precise language to inform about or explain the topic</li><li><input type="checkbox"/> Use domain-specific vocabulary to inform about or explain the topic</li><li><input type="checkbox"/> Consistently demonstrates grade-level proficiency</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task</li></ul>
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### W.5.2f

<input type="checkbox"/> Provide a concluding statement or section	<input type="checkbox"/> Determine how to relate the concluding statement or section to the information or explanation presented	<input type="checkbox"/> Provide a concluding statement or section related to the information or explanation presented  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task  <input type="checkbox"/> Determine the formality needed for the topic under study  <input type="checkbox"/> Establish a formal style  <input type="checkbox"/> Maintain a formal style
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### W.5.2g

<p><b>With guidance and support from adults,</b></p> <input type="checkbox"/> Determine the audience <input type="checkbox"/> Determine revisions needed for audience <input type="checkbox"/> Determine edits needed for audience	<p><b>With guidance and support from adults,</b></p> <input type="checkbox"/> Develop writing as needed by revising, editing, with consideration to task, purpose, and audience <input type="checkbox"/> Strengthen writing as needed by revising, editing, with consideration to task, purpose, and audience	<p><b>With guidance and support from adults,</b></p> <input type="checkbox"/> Develop writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience <input type="checkbox"/> Strengthen writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task  <input type="checkbox"/> Provide a concluding statement or section that follows from the information or explanation presented
<p><b>With guidance and support from peers,</b></p> <input type="checkbox"/> Determine the audience <input type="checkbox"/> Determine revisions needed for audience <input type="checkbox"/> Determine edits needed for audience	<p><b>With guidance and support from peers,</b></p> <input type="checkbox"/> Develop writing as needed by revising, editing, with consideration to task, purpose, and audience <input type="checkbox"/> Strengthen writing as needed by revising, editing, with consideration to task, purpose, and audience	<p><b>With guidance and support from peers,</b></p> <input type="checkbox"/> Develop writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience <input type="checkbox"/> Strengthen writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	

## STANDARD

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows from the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

Beginning	Progressing	Applying	Extending
<b>W.5.3</b>			
<input type="checkbox"/> Choose real or imagined experiences or events to write about	<input type="checkbox"/> Organize event sequences clearly  <input type="checkbox"/> Select details needed to describe the real or imagined experiences or events	<input type="checkbox"/> Write narratives to develop real or imagined experiences or events using: <ul style="list-style-type: none"> <li><input type="checkbox"/> effective technique</li> <li><input type="checkbox"/> descriptive details</li> <li><input type="checkbox"/> clear event sequences</li> </ul> <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task  <input type="checkbox"/> Write narratives to develop real or imagined experiences or events using well-structured event sequences
<b>W.5.3a</b>			
<input type="checkbox"/> Gather information and ideas	<input type="checkbox"/> Select information related to the topic  <input type="checkbox"/> Select ideas related to the topic	<input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

W.5.3b			
<input type="checkbox"/> Organize an event sequence that unfolds naturally  <input type="checkbox"/> Determine details needed to prepare the reader for understanding the situation	<input type="checkbox"/> Orient the reader by establishing a situation  <input type="checkbox"/> Determine details needed to prepare the reader for understanding the narrator  <input type="checkbox"/> Determine details needed to prepare the reader for understanding the characters	<input type="checkbox"/> Orient the reader by introducing a narrator  <input type="checkbox"/> Orient the reader by introducing characters  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task  <input type="checkbox"/> Engage the reader  <input type="checkbox"/> Orient the reader by establishing a context  <input type="checkbox"/> Engage the reader by establishing a context  <input type="checkbox"/> Organize an event sequence that unfolds logically
W.5.3c			
<input type="checkbox"/> Demonstrate understanding of narrative techniques in writing  <input type="checkbox"/> Develop experiences and events by including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Dialogue</li> <li><input type="checkbox"/> Description</li> </ul>	<input type="checkbox"/> Demonstrate understanding of pacing in writing  <input type="checkbox"/> Determine additional narrative techniques needed for developing experiences and events or show the responses of characters to situations  <input type="checkbox"/> Determine pacing needed for developing experiences and events or show the responses of characters to situations	<input type="checkbox"/> Use narrative techniques, to develop experiences and events or show the responses of characters to situations  <input type="checkbox"/> Use pacing to develop experiences and events or show the responses of characters to situations  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task  <input type="checkbox"/> Use narrative techniques to develop characters

**W.5.3d**

- ☐ Use a variety of transitional words and phrases to manage the sequence of events
- ☐ Demonstrate understanding of transitional clauses
- ☐ Determine transitional clauses needed to manage the sequence of events

- ☐ Use transitional clauses to manage the sequence of events

- ☐ Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with an increasingly complex topic, and/or task
- ☐ Use transition words to convey sequence
- ☐ Use transition phrases to convey sequence
- ☐ Use transition clauses to convey sequence
- ☐ Use a variety of transition words, phrases, and clauses to signal shifts from one time frame or setting to another
- ☐ Use transition words to signal shifts from one time frame or setting to another
- ☐ Use transition phrases to signal shifts from one time frame or setting to another
- ☐ Use transition clauses to signal shifts from one time frame or setting to another

**W.5.3e**

- ☐ Determine concrete words needed to convey experiences and events
- ☐ Determine concrete phrases needed to convey experiences and events
- ☐ Determine sensory details needed to convey experiences and events

- ☐ Use concrete words to convey experiences and events
- ☐ Use concrete phrases to convey experiences and events
- ☐ Use sensory details to convey experiences and events

- ☐ Use concrete words to convey experiences and events precisely
- ☐ Use concrete phrases to convey experiences and events precisely
- ☐ Use sensory details to convey experiences and events precisely

- ☐ Demonstrates grade-level proficiency with an increasingly complex topic, and/or task
- ☐ Use precise words to convey experiences and events
- ☐ Use precise phrases to convey experiences and events
- ☐ Use relevant descriptive details to convey experiences and events
- ☐ Use sensory language to convey experiences and events

**W.5.3f**

- ☐ Provide a conclusion

- ☐ Determine how to follow from the narrated experiences or events, when providing a conclusion

- ☐ Provide a conclusion that follows from the narrated experiences or events
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with an increasingly complex topic, and/or task

**W.5.3g**

**With guidance and support from adults,**

- ☐ Determine the audience
- ☐ Determine revisions needed for audience
- ☐ Determine edits needed for audience

**With guidance and support from peers,**

- ☐ Determine the audience
- ☐ Determine revisions needed for audience
- ☐ Determine edits needed for audience

**With guidance and support from adults,**

- ☐ Develop writing as needed by revising, editing, with consideration to task, purpose, and audience
- ☐ Strengthen writing as needed by revising, editing, with consideration to task, purpose, and audience

**With guidance and support from peers,**

- ☐ Develop writing as needed by revising, editing, with consideration to task, purpose, and audience
- ☐ Strengthen writing as needed by revising, editing, with consideration to task, purpose, and audience

**With guidance and support from adults,**

- ☐ Develop writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience
- ☐ Strengthen writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience

**With guidance and support from peers,**

- ☐ Develop writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience
- ☐ Strengthen writing as needed by rewriting, or trying a new approach, with consideration to task, purpose, and audience
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task

**With some guidance and support from peers and adults,**

- ☐ Develop and strengthen writing as needed by:
- ☐ Revising, with consideration to task, purpose, and audience
- ☐ Editing, with consideration to task, purpose, and audience
- ☐ Rewriting, with consideration to task, purpose, and audience
- ☐ Trying a new approach, with consideration to task, purpose, and audience



### STANDARD

**W.5.4** With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Beginning	Progressing	Applying	Extending
<p><b>With some guidance and support from adults,</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools and resources to produce writing</li> <li><input type="checkbox"/> Use digital tools and resources to publish writing</li> <li><input type="checkbox"/> Demonstrate command of word processing skills</li> </ul>	<p><b>With some guidance and support from adults,</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools and resources to interact with others</li> <li><input type="checkbox"/> Use digital tools and resources to collaborate with others</li> <li><input type="checkbox"/> Demonstrate command of word processing skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate sufficient command of word processing skills</li> <li><input type="checkbox"/> Consistently demonstrates grade-level proficiency</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task</li> <li><input type="checkbox"/> Independently demonstrates grade-level proficiency</li> </ul>

### STANDARD

**W.5.5** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct short research projects</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate different aspects of a topic to build knowledge</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use several sources to build knowledge</li> <li><input type="checkbox"/> Consistently demonstrates grade-level proficiency</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task</li> <li><input type="checkbox"/> Conduct short research projects to answer a question</li> <li><input type="checkbox"/> Draw on several sources</li> <li><input type="checkbox"/> Refocus the investigation when appropriate</li> </ul>

## STANDARD

**W.5.6** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Recall relevant information from experiences</li> <li><input type="checkbox"/> Gather relevant information from print and digital sources</li> <li><input type="checkbox"/> Provide a list of sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize or paraphrase information in notes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize or paraphrase information in finished work</li> <li><input type="checkbox"/> Consistently demonstrates grade-level proficiency</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex source, topic, and/or task</li> <li><input type="checkbox"/> Gather relevant information from multiple print and digital sources</li> <li><input type="checkbox"/> Assess the credibility of each source</li> <li><input type="checkbox"/> Quote or paraphrase the data</li> <li><input type="checkbox"/> Quote or paraphrase the conclusions of others</li> <li><input type="checkbox"/> Avoid plagiarism</li> <li><input type="checkbox"/> Provide basic bibliographic information for sources</li> </ul>

## Speaking and Listening – Grade 5

### STANDARD

**SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### Beginning

#### Progressing

#### Applying

#### Extending

### SL.5.1

- ☐ Engage in collaborative discussions with diverse partners on grade 5 topics and texts
- ☐ Build on others' ideas in collaborative discussions with diverse partners on grade 5 topics and texts

- ☐ Effectively engage in collaborative discussions with diverse partners on grade 5 topics and texts
- ☐ Clearly express their own ideas when effectively engaging in a range of collaborative discussions with diverse partners on grade 5 topics and texts

- ☐ Effectively engage in a range of collaborative discussions with diverse partners on grade 5 topics and texts:
  - ☐ One-on-one
  - ☐ In groups
  - ☐ Teacher-led
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
- ☐ Effectively engage in a range of collaborative discussions with diverse partners on issues

**SL.5.1a**

☐ Come to discussions prepared, having read and studied required material

☐ Explicitly draw on preparation and other information known about the topic when engaging in collaborative discussions

☐ Explore the ideas under discussion, by explicitly drawing on preparation and other information known about the topic

☐ Consistently demonstrates grade-level proficiency

☐ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

☐ Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe

☐ Reflect on ideas under discussion

**SL.5.1b**

☐ Help develop rules for discussions

☐ Understand agreed-upon rules for discussions

☐ Follow agreed-upon rules for discussions

☐ Carry out assigned roles

☐ Consistently demonstrates grade-level proficiency

☐ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

☐ Follow rules for collegial discussions

☐ Set specific goals

☐ Set specific deadlines

☐ Define individual roles as needed

**SL.5.1c**

- ☐ Link to the remarks of others
- ☐ Evaluate the specificity of questions to pose ones that clarify or follow up on information
- ☐ Determine the specifics of a question to respond in a way that clarifies or follows up on information

- ☐ Pose specific questions to clarify or follow up on information
- ☐ Respond to specific questions to clarify or follow up on information

- ☐ Make comments that contribute to the discussion
- ☐ Make comments that elaborate on the remarks of others
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
- ☐ With elaboration and detail, pose and respond to specific questions
- ☐ Make comments that contribute to the topic, text, or issue under discussion

**SL.5.1d**

- ☐ Review the key ideas expressed

- ☐ Demonstrate understanding of the key ideas and comments shared during the discussion

- ☐ Draw conclusions in light of information and knowledge gained from the discussions
- ☐ Consistently demonstrates grade-level proficiency

- ☐ Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks
- ☐ Demonstrate understanding of multiple perspectives through reflection
- ☐ Demonstrate understanding of multiple perspectives through paraphrasing

## STANDARD

**SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Determine the main ideas of a written text read aloud or information presented in diverse media and formats: <ul style="list-style-type: none"> <li><input type="checkbox"/> Visually</li> <li><input type="checkbox"/> Quantitatively</li> <li><input type="checkbox"/> Orally</li> </ul> <input type="checkbox"/> Determine the key details	<input type="checkbox"/> Paraphrase the main ideas <input type="checkbox"/> Paraphrase supporting details	<input type="checkbox"/> Summarize the text, media, or formats, using the main ideas, supporting details, and paraphrasing  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks  <input type="checkbox"/> Demonstrate understanding of information presented in diverse media and formats  <input type="checkbox"/> Interpret information presented in diverse media and formats  <input type="checkbox"/> Determine how information is related to the topic, text, or issue under study  <input type="checkbox"/> Explain how the information contributes to a topic, text, or issue under study

## STANDARD

**SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the points made by the speaker</li> <li><input type="checkbox"/> Identify the claims made by the speaker</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize the points a speaker makes</li> <li><input type="checkbox"/> Determine the reasons and evidence used by the speaker to support each claim</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how each claim is supported by reasons and evidence</li> <li><input type="checkbox"/> Consistently demonstrates grade-level proficiency</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks</li> <li><input type="checkbox"/> Delineate a speaker's argument</li> <li><input type="checkbox"/> Delineate a speaker's specific claims</li> <li><input type="checkbox"/> Distinguish claims that are supported by reasons and evidence from claims that are not</li> </ul>

## STANDARD

**SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Report on a topic or text <input type="checkbox"/> Use appropriate facts <input type="checkbox"/> Use relevant details <input type="checkbox"/> Use descriptive details	<input type="checkbox"/> Present an opinion <input type="checkbox"/> Use appropriate facts <input type="checkbox"/> Use relevant details <input type="checkbox"/> Use descriptive details	<input type="checkbox"/> Sequence ideas logically <input type="checkbox"/> Adapt speech to a variety of contexts  <input type="checkbox"/> Adapt speech to a variety of tasks  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks  <input type="checkbox"/> Present claims and findings <input type="checkbox"/> Use pertinent descriptions <input type="checkbox"/> Use pertinent facts <input type="checkbox"/> Use pertinent details  <input type="checkbox"/> Accentuate main ideas or themes, using pertinent descriptions, facts, and details



## STANDARD

**SL.5.5** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Add visual displays to presentations when appropriate to enhance the development of main ideas or themes	<input type="checkbox"/> Determine where multimedia components may aid in the development of main ideas or themes	<input type="checkbox"/> Include multimedia components when appropriate to enhance the development of main ideas or themes  <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks  <input type="checkbox"/> Determine where multimedia components aid in the clarification of information  <input type="checkbox"/> Determine where visual displays aid in the clarification of information  <input type="checkbox"/> Include multimedia components in presentations to clarify information  <input type="checkbox"/> Include visual displays in presentations to clarify information

## Language – Grade 5

### STANDARD

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-3 Continua</li> <li><input type="checkbox"/> Demonstrate understanding of various states and conditions</li> <li><input type="checkbox"/> Demonstrate understanding of shifts in verb tenses</li> <li><input type="checkbox"/> Demonstrate understanding of how adjectives are ordered within sentences according to conventional patterns</li> <li><input type="checkbox"/> Demonstrate understanding of fragments</li> <li><input type="checkbox"/> Demonstrate understanding of run-ons</li> <li><input type="checkbox"/> Demonstrate understanding of complex sentences</li> <li><input type="checkbox"/> Demonstrate understanding of prepositional phrases</li> <li><input type="checkbox"/> Demonstrate understanding of pronoun-antecedent agreement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use abstract nouns (such as <i>courage</i>)</li> <li><input type="checkbox"/> Form and use progressive verb tenses</li> <li><input type="checkbox"/> Use modal auxiliaries (such as <i>may</i> or <i>must</i>)</li> <li><input type="checkbox"/> Convey sense of various states, and conditions</li> <li><input type="checkbox"/> Correct inappropriate shifts in verb tense</li> <li><input type="checkbox"/> Form and use comparative and superlative adjectives</li> <li><input type="checkbox"/> Order adjectives within sentences according to conventional patterns</li> <li><input type="checkbox"/> Use correlative conjunctions (such as <i>either/or</i>)</li> <li><input type="checkbox"/> Form and use superlative adverbs</li> <li><input type="checkbox"/> Use relative adverbs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate a strong command of conventions within the K-5 Continua</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks</li> <li><input type="checkbox"/> Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>)</li> <li><input type="checkbox"/> Form and use verbs in active and passive voice</li> <li><input type="checkbox"/> Form and use indicative, imperative, interrogative, conditional moods</li> <li><input type="checkbox"/> Recognize and correct inappropriate shifts in voice and mood</li> <li><input type="checkbox"/> Form and use transitive/intransitive verbs</li> <li><input type="checkbox"/> Form and use compound adjectives</li> <li><input type="checkbox"/> Use adverbs that modify adjectives</li> <li><input type="checkbox"/> Use adverbs that modify adverbs</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of the function of phrases and clauses</li> <li><input type="checkbox"/> Demonstrate understanding of independent and dependent phrases and clauses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences</li> <li><input type="checkbox"/> Produce, expand, and rearrange simple, compound, and complex sentences</li> <li><input type="checkbox"/> Form and use prepositional phrases</li> <li><input type="checkbox"/> Ensure pronoun-antecedent agreement</li> <li><input type="checkbox"/> Use relative pronouns</li> <li><input type="checkbox"/> Correctly use frequently confused words (such as <i>to</i>, <i>two</i>, <i>too</i>)</li> <li><input type="checkbox"/> Explain the function of phrases and clauses</li> <li><input type="checkbox"/> Recognize independent and dependent phrases and clauses</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> <li><input type="checkbox"/> Ensure that pronouns are in the proper case (subjective, objective, possessive)</li> <li><input type="checkbox"/> Use intensive pronouns</li> <li><input type="checkbox"/> Recognize and correct inappropriate shifts in pronoun number and person</li> <li><input type="checkbox"/> Recognize and correct vague pronouns</li> <li><input type="checkbox"/> Recognize and apply the nominative case and objective case</li> <li><input type="checkbox"/> Explain the function of phrases and clauses in general and their function in specific sentences</li> <li><input type="checkbox"/> Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers</li> <li><input type="checkbox"/> Form and use indirect/direct objects</li> </ul>
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## STANDARD

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-3 Continua</li> <li><input type="checkbox"/> Demonstrate understanding of punctuation to separate items in a series</li> <li><input type="checkbox"/> Demonstrate understanding of commas to set off the words <i>yes</i> and <i>no</i></li> <li><input type="checkbox"/> Demonstrate understanding of commas to set off a tag question from the rest of a sentence</li> <li><input type="checkbox"/> Demonstrate understanding of commas to indicate a direct address</li> <li><input type="checkbox"/> Demonstrate understanding of underlining, quotation marks, or italics to indicate titles</li> <li><input type="checkbox"/> Demonstrate understanding of spelling</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use punctuation to separate items in a series</li> <li><input type="checkbox"/> Use a comma to set off the words <i>yes</i> and <i>no</i></li> <li><input type="checkbox"/> Use a comma to set off a tag question from the rest of the sentence</li> <li><input type="checkbox"/> Use a comma to indicate a direct address</li> <li><input type="checkbox"/> Use underlining, quotation marks, or italics to indicate titles of works</li> <li><input type="checkbox"/> Spell grade-appropriate words correctly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-5 Continua</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks</li> <li><input type="checkbox"/> Use punctuation to set off nonrestrictive/parenthetical elements</li> <li><input type="checkbox"/> Use a comma to separate coordinate adjectives</li> <li><input type="checkbox"/> Use punctuation to indicate a pause or break</li> <li><input type="checkbox"/> Use an ellipsis to indicate an omission</li> <li><input type="checkbox"/> Use a semicolon to link two or more closely related independent clauses</li> <li><input type="checkbox"/> Use a colon to introduce a list or quotation</li> <li><input type="checkbox"/> Apply hyphen conventions</li> <li><input type="checkbox"/> Consistently apply conventional rules to spell words correctly</li> </ul>

## STANDARD

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English used in stories, dramas, or poems.

**Note:** Substandards “a” and “b” are not separated from the main standard, as seen in W.5.1 - W.5.3 and SL.5.1. The substandards L.5.3a and L.5.3b are included in the progression of L.5.3 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Use knowledge of language	<input type="checkbox"/> Use language conventions when: <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Listening</li> </ul> <input type="checkbox"/> Recognize the varieties of English used in stories, dramas, or poem	<input type="checkbox"/> Expand sentences for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning</li> <li><input type="checkbox"/> Reader/listener interest</li> <li><input type="checkbox"/> Style</li> </ul> <input type="checkbox"/> Combine sentences for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning</li> <li><input type="checkbox"/> Reader/listener interest</li> <li><input type="checkbox"/> Style</li> </ul> <input type="checkbox"/> Reduce sentences for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning</li> <li><input type="checkbox"/> Reader/listener interest</li> <li><input type="checkbox"/> Style</li> </ul> <input type="checkbox"/> Compare the varieties of English used in stories, dramas, or poems <input type="checkbox"/> Contrast the varieties of English used in stories, dramas, or poems <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Vary sentence patterns for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning</li> <li><input type="checkbox"/> Reader/listener interest</li> <li><input type="checkbox"/> Style</li> </ul> <input type="checkbox"/> Maintain consistency in style <input type="checkbox"/> Maintain consistency in tone

## STANDARD

**L.5.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Determine the meaning of unknown words and phrases based on grade-level reading and content	<input type="checkbox"/> Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content	<input type="checkbox"/> Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases: <ul style="list-style-type: none"> <li><input type="checkbox"/> Context clues</li> <li><input type="checkbox"/> Word parts</li> <li><input type="checkbox"/> Word relationships</li> <li><input type="checkbox"/> Reference materials</li> </ul> <input type="checkbox"/> Consistently demonstrate proficiency of L.5.4 with grade-level texts	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts

## STANDARD

**L.5.5** Demonstrate understanding of figurative language and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

**Note:** Substandard “a” and “b” is not separated from the main standard, as seen in W.5.1 - W.5.3 and SL.5.1. The substandard L.5.5a and L.5.5b is included in the progression of L.5.5 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Recognize the meaning of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Common idioms</li> <li><input type="checkbox"/> Common adages</li> <li><input type="checkbox"/> Common proverbs</li> </ul> <input type="checkbox"/> Explain the meaning of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Common idioms</li> <li><input type="checkbox"/> Common adages</li> <li><input type="checkbox"/> Common proverbs</li> </ul>	<input type="checkbox"/> Interpret figurative language in context, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Similes</li> <li><input type="checkbox"/> Metaphors</li> </ul>	<input type="checkbox"/> Demonstrate understanding of figurative language <input type="checkbox"/> Demonstrate understanding of nuances in word meanings <input type="checkbox"/> Consistently demonstrate proficiency of L.5.5 with grade-level texts	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts <input type="checkbox"/> Interpret figures of speech in context <input type="checkbox"/> Distinguish among the connotations of words with similar denotations

## STANDARD

**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand grade-appropriate words and phrases:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> General academic words and phrases</li> <li><input type="checkbox"/> Domain-specific words and phrases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire grade-appropriate words and phrases:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> General academic words and phrases</li> <li><input type="checkbox"/> Domain-specific words and phrases</li> </ul> </li> <li><input type="checkbox"/> Accurately use grade-appropriate words and phrases:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> General academic words and phrases</li> <li><input type="checkbox"/> Domain-specific words and phrases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that signal contrast</li> <li><input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that signal addition</li> <li><input type="checkbox"/> Acquire grade-appropriate general academic, and domain-specific words and phrases that signal other logical relationships</li> <li><input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that signal contrast</li> <li><input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that signal addition</li> <li><input type="checkbox"/> Use accurately grade-appropriate general academic, and domain-specific words and phrases that signal other logical relationships</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of L.5.6 with grade-level texts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts and/or tasks</li> <li><input type="checkbox"/> Develop vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>