5.1.1 – Word Recognition, Fluency, & Vocabulary Development

Essential Learning: Fluency

Level 4: I can go beyond what is expected by reading above grade-level narrative text with appropriate rhythm, voice, and expression.

Level 3: I can read both fiction and nonfiction grade-level text with appropriate rhythm, voice, and expression.

Level 2: I can read grade-level text with either appropriate rhythm, voice, and expression, but have errors of either reading too fast/slow, lack expression, ignore punctuation, etc.

Level 1: I can do this with help.

5.1.4 – Word Recognition, Fluency, & Vocabulary Development

Essential Learning: Words

Level 4: I can go above and beyond what is expected by evaluating and explaining Greek and Latin root words and word parts to create deeper meaning and make comparisons.

Level 3: I can use Greek and Latin root words and word parts to determine meaning.

Level 2: I can match prefixes, root words, and suffixes from a given list to determine meaning and create words.

Level 1: I can do this with help.

5.1.5 – Word Recognition, Fluency, & Vocabulary Development

Essential Learning: Similes and Metaphors

Level 4: I can go above and beyond what is expected by generating similes and metaphors and explaining the symbolism and use.

Level 3: I can explain figurative use of words in similes and metaphors.

Level 2: I can explain the difference between similes and metaphors.

Level 1: I can do this with help.
5.1.6 – Word Recognition, Fluency, & Vocabulary Development

Essential Learning: Context Clues

Level 4: I can go above and beyond what is expected when given a specific word to write my own passage using context clues.

Level 3: I can determine the meaning of unknown words by using word, sentence, and paragraph clues.

Level 2: I can read a passage and determine the meaning of unknown words when given possible options.

Level 1: I can do this with help.

5.3.1 – Comprehension & Analysis of Literary Text

Essential Learning: Literature Response

Level 4: I can go above and beyond what is expected by using multiple authors to compare and contrast their approach within the same literary text.

Level 3: I can analyze and explain characteristics of literary text.

Level 2: I can identify which literary form would work best to share information when given a specific topic/purpose.

Level 1: I can do this with help.

5.2.3 – Comprehension & Analysis of Informational Text

Essential Learning: Main Idea and Supporting Details

Level 4: I can go above and beyond what is expected by determining main idea, at least three supporting details, and provide multiple sub-details within grade-level informational text.

Level 3: I can determine main idea of grade-level informational text and provide at least three supporting details.

Level 2: I can recognize main idea of grade-level informational text and provide at least one supporting detail.

Level 1: I can do this with help.
**5.4.10 – Writing Processes & Features**  
*Essential Learning: Edit and Revise*

**Level 4:** I can go above and beyond what is expected by editing and revising writing to improve meaning and focus through multiple editing skills simultaneously with no direction from the teacher.

**Level 3:** I can edit and revise writing with direction on a specific skill to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

**Level 2:** I can edit and revise writing to improve meaning and focus within multiple drafts and teacher conferences.

**Level 1:** I can do this with help.

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**5.2.4 – Comprehension & Analysis of Informational Text**  
*Essential Learning: Making Inferences*

**Level 4:** I can go above and beyond what is expected by drawing inferences, conclusions, and generalizations about multiple grade-level informational texts and making comparisons with evidence to support my thinking.

**Level 3:** I can draw inferences, conclusions, or generalizations about grade-level informational text with evidence to support my thinking.

**Level 2:** I can draw inferences, conclusions, or generalizations about grade-level informational text.

**Level 1:** I can do this with help.

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**5.4.1 – Writing Processes & Features**  
*Essential Learning: Plans Writing*

**Level 4:** I can go above and beyond what is expected by using a notebook to develop, collect, and gather ideas and questions for research using my own organization system and explain the purpose of each organization system I chose.

**Level 3:** I can use a notebook to develop, collect, and gather ideas and questions for research and writing using my own organization system.

**Level 2:** I can use a graphic organizer provided by the teacher to develop, collect, and gather ideas for research.

**Level 1:** I can do this with help.
5.5.6 – Writing Applications
(Different Types & Their Characteristics)

*Essential Learning: Writes to an Audience*

Level 4: I can go above and beyond what is expected by adjusting my five paragraph piece of writing to fit the purpose and intended audience.

Level 3: I can create a five paragraph piece of writing to a specific purpose and audience that is in sequential order and includes details, transitions, a captivating lead, and a summarizing conclusion.

Level 2: I can create a five paragraph piece of writing based on a specific purpose OR intended audience.

Level 1: I can do this with help.

5.4.4 – Writing Processes & Features

*Essential Learning: Research*

Level 4: I can go above and beyond what is expected by seeking information on a topic from multiple sources with the purpose to cross-reference for deeper understanding and accuracy.

Level 3: I can seek information on a topic by using informational sources to find, summarize, and cite important information.

Level 2: I can find information on a topic by using informational sources provided to me by the teacher.

Level 1: I can do this with help.

5.5.2 – Writing Applications

*Essential Learning: Literature Response*

Level 4: I can go above and beyond what is expected by developing my own questions within a text that I am reading and answering those questions through a literature response with evidence to support my thinking.

Level 3: I can write a literary response that includes supporting details and evidence from the grade-level text.

Level 2: I can write a literary response using questions given to me by the teacher.

Level 1: I can do this with help.
5.7.1 – Listening & Speaking Skills, Strategies, & Applications

Essential Learning: Questioning

Level 4: I can go above and beyond what is expected by using prior knowledge and making connections to the current presentation to ask questions.

Level 3: I can ask questions after listening to a speaker that extends ideas and seeks new information.

Level 2: I can ask general questions after listening to a speaker.

Level 1: I can do this with help.