

# Kansas Performance Level Descriptors

5th Grade English Language Arts

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**Cluster:**            **Key Ideas & Details**

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

**Standard:**        **RL.5.1**

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

**PLDs:**

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Recognize</b> explicit text evidence that supports a given inference or conclusion.</li></ul>	<ul style="list-style-type: none"><li>● <b>Identify</b> explicit and/or implicit text evidence to support a given inference or conclusion based on a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Synthesize</b> explicit and implicit text evidence to support an inference or conclusion based on a text.</li></ul>

**Cluster: Key Ideas and Details**

Identify or summarize central ideas, key events, or the sequence of events presented in a text.

**Standard: RL.5.2**

Determine the 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.

**PLDs:**

Evidence Statement		
1. The student will determine or summarize a theme or key events.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Recognize</b> key events presented in a literary text.</li><li>● <b>Recognize</b> the theme of a simple story.</li></ul>	<ul style="list-style-type: none"><li>● <b>Summarize</b> the key events of a story, drama, or poem in the correct order.</li><li>● <b>Determine</b> a theme of a story, drama, or poem.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> how a theme develops in a literary text using key events and details.</li><li>● <b>Explain</b> details from a text that support a theme.</li></ul>

**Cluster: Key Ideas & Details**

Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

**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 (e.g., how characters interact).

**PLDs:**

Evidence Statement		
1. The student will use specific details from a text to analyze literary elements (e.g., character, setting, plot points, dialogue).		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Explain</b> a literary element (e.g., character, setting, plot points, dialogue) in a text using specific details.</li><li>● <b>Explain</b> two or more characters, settings, or events within a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> specific literary elements (e.g., character, setting, plot points, dialogue) in a text.</li><li>● <b>Compare and contrast</b> two or more characters, settings, or events from a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Evaluate</b> how literary elements (e.g., characters, setting, plot points, dialogue) impact each other throughout the text.</li></ul>

**Cluster:            Craft & Structure**

Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

**Standard:        RL.5.4**

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**PLDs:**

Evidence Statements		
1. The student will determine the meaning of a word or phrase in a literary text. 2. The student will determine the meaning of figurative language.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> the literal meaning of a word using context clues.</li><li>● <b>Identify</b> figurative language such as similes and metaphors.</li></ul>	<ul style="list-style-type: none"><li>● <b>Determine</b> the meaning of a word or phrase using appropriate context clues.</li><li>● <b>Explain</b> the meaning of figurative language such as similes and metaphors using context clues.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> the literal or nonliteral meaning of a word or phrase.</li><li>● <b>Analyze</b> the meaning of figurative language such as similes and metaphors based on context clues.</li></ul>

**Cluster:            Craft & Structure**

Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

**Standard:        RL.5.5**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**PLDs:**

Evidence Statement		
1. The student will explain how parts of a text (chapters, scenes, stanzas) provide an overall structure.		
Performance Level Descriptors (PLDs)		
<b>Level 2: Basic</b> <ul style="list-style-type: none"><li>● <b>Identify</b> the structure of a text or parts of a text (chapters, scenes, or stanzas).</li></ul>	<b>Level 3: Proficient</b> <ul style="list-style-type: none"><li>● <b>Explain</b> how parts of a text (chapters, scenes, or stanzas) provide an overall structure.</li></ul>	<b>Level 4: Advanced</b> <ul style="list-style-type: none"><li>● <b>Analyze</b> how the parts of a text (chapters, scenes, or stanzas) contribute to the overall structure of the text.</li></ul>

**Cluster:            Craft & Structure**

Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

**Standard:        RL.5.6**

Describe how a narrator’s or speaker’s point of view influences how events are described.

**PLDs:**

Evidence Statement		
1. The student will analyze how a specific point of view influences the descriptions given.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Explain</b> the point of view used in a literary text.</li><li>● <b>Explain</b> how the narrator’s or speaker’s point of view influences the events within the text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> how a specific point of view influences the descriptions given.</li><li>● <b>Analyze</b> how the narrator’s or speaker’s point of view influences the events within the text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Evaluate</b> how different points of view influence the descriptions given.</li><li>● <b>Evaluate</b> how the narrator’s or speaker’s point of view influences the events within the text.</li></ul>



**Cluster:            Integration of Knowledge & Ideas**

Identify or summarize the relationship between texts by the same author, by different authors, and/or in different genres.

**Standard:        RL.5.9**

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**PLDs:**

Evidence Statements		
1. The student will compare/contrast stories in the same genre. 2. The student will compare/contrast stories and their approaches to similar themes and topics.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> the theme of a text.</li><li>● <b>Identify</b> the topic of a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Compare and contrast</b> texts in the same genre on similar themes and topics.</li></ul>	<ul style="list-style-type: none"><li>● <b>Compare and contrast</b> texts of different genres in their approaches to similar themes and topics.</li></ul>

**Cluster: Language in Reading**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

**Standard: RL.5.11**

Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- RL.5.11.a Use context (synonym, antonym, definition, examples, inferences) to determine the meaning of a word or phrase.
- RL.5.11.b Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- RL.5.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**PLDs:**

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ul style="list-style-type: none"><li>a. using context clues,</li><li>b. using common Greek and Latin affixes and/or roots, and</li><li>c. using reference materials to determine and/or clarify meaning.</li></ul>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> word meanings in context and use reference materials to verify the meanings.</li><li>● <b>Identify</b> common Greek and Latin affixes and/or roots.</li><li>● <b>Identify</b> an unknown word or phrase in a text and determine the meaning using context clues.</li></ul>	<ul style="list-style-type: none"><li>● <b>Use</b> context clues to determine the meaning of unknown words or phrases in a text.</li><li>● <b>Use</b> common Greek and Latin affixes and/or roots to determine the meaning of an unknown word or phrase.</li><li>● <b>Use</b> reference materials to determine and/or clarify the precise meaning of a word or phrase in a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Generate</b> synonyms for a key word in a text and evaluate how each synonym would impact the meaning of the text.</li><li>● <b>Analyze</b> the meanings of unknown words using common Greek and Latin affixes and/or roots and/or context clues.</li></ul>

**Cluster: Language in Reading**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

**Standard: RL.5.12**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- RL.5.12.a Interpret figurative language, including similes and metaphors, in context.
- RL.5.12.b Recognize and explain the meaning of common idioms, adages and proverbs.
- RL.5.12.c Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

**PLDs:**

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ul style="list-style-type: none"><li>a. interpreting figurative language in context,</li><li>b. explaining the meaning of common idioms, adages, and proverbs in context, and</li><li>c. using word relationships to better understand each word.</li></ul>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> figurative language such as similes and metaphors.</li><li>● <b>Identify</b> common idioms, adages, and proverbs in context.</li><li>● <b>Identify</b> relationships between words in context.</li></ul>	<ul style="list-style-type: none"><li>● <b>Interpret</b> figurative language in context.</li><li>● <b>Explain</b> the meaning of common idioms, adages, and proverbs in context.</li><li>● <b>Explain</b> relationships between words to better understand each word.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> different examples of figurative language.</li><li>● <b>Analyze</b> the meaning of common idioms, adages, and proverbs.</li><li>● <b>Explain</b> relationships between words and phrases to explicate the meanings.</li></ul>

**Cluster: Key Ideas & Details**

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

**Standard: RI.5.1**

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

**PLDs:**

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> specific details to support a conclusion.</li><li>● <b>Identify</b> some implicit details to support an inference.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> what the text says explicitly and/or make inferences while quoting accurately from the text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Evaluate</b> the effectiveness of explicit and implicit text evidence in supporting an inference or conclusion in a text.</li></ul>

**Cluster:**            **Key Ideas & Details**

Identify or summarize central ideas, key events, or procedures and details that support them.

**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.

**PLDs:**

Evidence Statement		
1. The student will determine or summarize a main idea, a key event, or supporting details.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> the main idea presented in a text.</li><li>● <b>Identify</b> key events presented in a text.</li><li>● <b>Distinguish</b> between a main idea and supporting details.</li></ul>	<ul style="list-style-type: none"><li>● <b>Create</b> a text summary that states two or more main ideas and explains how they are supported by key details.</li></ul>	<ul style="list-style-type: none"><li>● <b>Compare</b> the overall structures of two or more informational texts and describe any patterns or relationships between the texts.</li></ul>

**Cluster: Key Ideas & Details**

Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

**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

**PLDs:**

Evidence Statement		
1. The student will explain and/or analyze the relationship among elements of a text (e.g., people, events, ideas, topics) based on specific information from the text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Determine</b> elements of a text (e.g., people, events, ideas, or topics).</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> the relationship among the elements of a text (e.g., people, events, ideas, topics) based on specific information from the (historical, scientific, or technical) text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Compare</b> the structures of two or more texts and describe any patterns or relationships between the sections.</li></ul>

**Cluster:            Craft & Structure**

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

**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.

**PLDs:**

Evidence Statement		
1. The student will determine the intended meaning of academic / tier 2 words and domain-specific / tier 3 words in an informational text.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> general academic and domain-specific words and phrases.</li><li>● <b>Identify</b> when an author uses specific words for an intended reason.</li><li>● <b>Identify</b> the author’s intended use of figurative language in a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Determine</b> the intended meaning of general academic and domain-specific words and phrases.</li><li>● <b>Determine</b> the impact of the author’s word choice and use of figurative language in a complex text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Consistently use</b> general academic and domain-specific words when writing or speaking about a text.</li><li>● <b>Explain</b> how or why an author’s word choice and figurative language impact a complex text.</li></ul>

**Cluster:            Craft & Structure**

Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.

**Standard:        RI.5.5**

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**PLDs:**

Evidence Statement		
1. The student will analyze the structures used in two or more texts.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Determine</b> the structure (e.g., chronology, comparison, cause/effect, problem/solution) used in a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Compare and contrast</b> the overall structures (e.g., chronology, comparison, cause/effect, problem/solution) used in two or more texts.</li></ul>	<ul style="list-style-type: none"><li>● <b>Evaluate</b> how the structures in two or more texts (e.g., chronology, comparison, cause/effect, problem/solution) contribute to meaning and help explain information.</li></ul>



**Cluster:            Craft & Structure**

Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

**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.

**PLDs:**

Evidence Statement		
1. The student will analyze multiple accounts of the same topic and the point of view used in each.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Explain</b> the point of view represented in a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.</li></ul>	<ul style="list-style-type: none"><li>● <b>Evaluate</b> how point of view impacts the information that is conveyed in multiple accounts of the same topic.</li></ul>

**Cluster:**            **Integration of Knowledge and Ideas**

Determine the structure and logic of the author’s argument using claims supported by evidence.

**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).

**PLDs:**

Evidence Statements		
1. The student will explain how an author supports specific points in a text. 2. The student will identify which evidence supports which point.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> details an author uses in a text.</li><li>● <b>Identify</b> a point an author makes in a text.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> how an author uses reasons and evidence to support specific points in a text.</li><li>● <b>Determine</b> best textual evidence that supports a particular point of view.</li></ul>	<ul style="list-style-type: none"><li>● <b>Evaluate</b> the effectiveness of the reasons and evidence an author uses to support particular points in a text.</li></ul>

**Cluster:            Integration of Knowledge & Ideas**

Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

**Standard:        RI.5.9**

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

**PLDs:**

Evidence Statement		
1. The student will analyze several texts on the same topic.		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Determine</b> appropriate information in two texts on the same topic.</li></ul>	<ul style="list-style-type: none"><li>● <b>Analyze</b> information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li></ul>	<ul style="list-style-type: none"><li>● <b>Evaluate</b> the relationships between two or more texts on the same topic, noting points of comparison and/or points of contrast.</li></ul>

**Cluster: Language in Reading**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

**Standard: RI.5.11**

Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- RI.5.11.a Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase.
- RI.5.11.b Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word.
- RI.5.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**PLDs:**

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ul style="list-style-type: none"><li>a. using context clues,</li><li>b. using common Greek and Latin affixes and/or roots, and</li><li>c. using reference materials to determine and/or clarify meaning.</li></ul>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> context clues that help identify the meaning of an unknown word or phrase.</li><li>● <b>Identify</b> common Greek and Latin affixes and/or roots.</li><li>● <b>Determine</b> a reference material to help clarify a meaning of a word.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> the meaning of unknown words or phrases by using context clues.</li><li>● <b>Explain</b> how Greek and Latin affixes and/or roots develop the meaning of a word.</li><li>● <b>Determine</b> one or more appropriate resources to use to understand the meaning of the word in context of the sentence.</li></ul>	<ul style="list-style-type: none"><li>● <b>Generate</b> synonyms for a key word in a text and evaluate how each synonym would impact the meaning of the text.</li><li>● <b>Analyze</b> the meaning of a word using common Greek and Latin affixes and/or roots.</li><li>● <b>Justify</b> appropriate reference materials to determine and/or clarify meaning.</li></ul>

**Cluster: Language in Reading**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

**Standard: RI.5.12**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- RI.5.12.a Interpret figurative language, including similes and metaphors, in context.
- RI.5.12.b Recognize and explain the meaning of common idioms, adages and proverbs.
- RI.5.12.c Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

**PLDs:**

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ul style="list-style-type: none"><li>a. interpreting figurative language in context,</li><li>b. explaining the meaning of common idioms, adages, and proverbs in context, and</li><li>c. using word relationships to better understand each word.</li></ul>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> figurative language such as similes and metaphors.</li><li>● <b>Identify</b> common idioms, adages, and proverbs in context.</li><li>● <b>Identify</b> relationships between words in context.</li></ul>	<ul style="list-style-type: none"><li>● <b>Interpret</b> figurative language (similes and metaphors) in context.</li><li>● <b>Explain</b> the meaning of common idioms, adages, and proverbs in context.</li><li>● <b>Explain</b> relationships between words to better understand each word.</li></ul>	<ul style="list-style-type: none"><li>● <b>Explain</b> different examples of figurative language and how they impact the text.</li><li>● <b>Explain</b> how words relate to each other to show deeper understanding.</li><li>● <b>Explain</b> the meaning of idioms, adages, and proverbs in the context of the text.</li></ul>

**Cluster: Text Types & Purposes**

Demonstrate ability to differentiate between fact and opinion. Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

**Standard: W.5.1**

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

- W.5.1.a Know the difference between fact and opinion.
- W.5.1.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.
- W.5.1.c Provide logically ordered reasons that are supported by facts and details.
- W.5.1.d Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
- W.5.1.e Provide a concluding statement or section related to the opinion presented.

**PLDs:**

Evidence Statements		
<ol style="list-style-type: none"><li>1. The student will identify the differences between fact and opinion.</li><li>2. The student will use provided information to organize and support an opinion or argument by<ol style="list-style-type: none"><li>a. clearly stating an opinion on a given topic,</li><li>b. organizing supporting evidence/reasons,</li><li>c. using transition words and phrases to connect opinions and reasons, and</li><li>d. developing an appropriate conclusion related to the opinion presented.</li></ol></li><li>3. The student will revise an opinion or argument by<ol style="list-style-type: none"><li>a. identifying a missing or weak introduction or conclusion,</li><li>b. identifying an improved organization or supporting evidence/reasons,</li><li>c. deleting evidence/reasons that do not support the opinion, and</li><li>d. identifying missing or weak transition words and phrases.</li></ol></li></ol>		
Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"><li>● <b>Identify</b> facts in a text.</li><li>● <b>Determine</b> opinion words.</li><li>● <b>Identify</b> some supporting evidence/reasons for an opinion.</li></ul>	<ul style="list-style-type: none"><li>● <b>Identify</b> the difference between fact and opinion.</li><li>● <b>Clearly state</b> an opinion on a given topic.</li><li>● <b>Determine</b> appropriate supporting evidence/reasons and</li></ul>	<ul style="list-style-type: none"><li>● <b>Develop</b> a clear opinion on a given topic that can be supported with evidence/reasons.</li><li>● <b>Explain</b> how evidence/reasons support the opinion statement.</li></ul>

<ul style="list-style-type: none"> <li>● <b>Identify</b> transition words and phrases to connect supporting evidence/reasons.</li> <li>● <b>Include</b> a concluding statement.</li> <li>● <b>Identify</b> a weak or missing introduction or conclusion with support.</li> <li>● <b>Identify</b> where support or evidence is needed.</li> <li>● <b>Identify</b> when transitions are missing.</li> </ul>	<p>logically organize them to align with a given opinion.</p> <ul style="list-style-type: none"> <li>● <b>Determine</b> appropriate transition words and phrases to connect opinions and reasons.</li> <li>● <b>Develop</b> an appropriate conclusion related to the opinion presented.</li> <li>● <b>Determine</b> a missing or underdeveloped introduction or conclusion.</li> <li>● <b>Determine</b> disorganized reasons or irrelevant evidence.</li> <li>● <b>Determine</b> when a transition is weak or missing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Determine</b> transitional words and phrases that clarify relationships between claims and reasons.</li> <li>● <b>Conclude</b> with a statement that reinforces the argument's main points.</li> <li>● <b>Analyze</b> areas that need to be corrected or made stronger with organization and supporting details.</li> <li>● <b>Analyze</b> areas where word choice could be changed to make the text stronger.</li> </ul>
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**Cluster:           Text Types & Purposes**

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

**Standard:        W.5.2**

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

- W.5.2.a Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- W.5.2.b Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- W.5.2.c Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.e Provide a concluding statement or section related to the information or explanation presented.

**PLDs:**

Evidence Statements	
1.	The student will use provided information to organize and support an informational or explanatory text by <ul style="list-style-type: none"><li>a. clearly stating a main idea,</li><li>b. using supporting details to develop the main idea,</li><li>c. using transition words and phrases to connect ideas,</li><li>d. using precise language, and</li><li>e. developing an appropriate conclusion related to the information or explanation presented.</li></ul>
2.	The student will revise an informational or explanatory text by <ul style="list-style-type: none"><li>a. identifying a missing or weak introduction or conclusion,</li><li>b. identifying an improved organization or supporting details,</li><li>c. deleting details that do not support the text’s main idea,</li><li>d. using precise language, and</li><li>e. identifying missing or weak transition words and phrases.</li></ul>



Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> <li>● <b>Identify</b> a main idea.</li> <li>● <b>Identify</b> facts, details, and examples that support a main idea.</li> <li>● <b>List</b> transition words and domain-specific vocabulary related to a topic.</li> <li>● <b>Identify</b> a weak or missing introduction or conclusion with support.</li> <li>● <b>Identify</b> where support or evidence is needed.</li> <li>● <b>Identify</b> when transitions are missing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Introduce</b> a topic clearly, provide a general observation and focus, and group related information logically.</li> <li>● <b>Develop</b> the topic with facts, definitions, concrete details, quotations or other information, and examples related to the topic.</li> <li>● <b>Provide</b> a concluding section related to the information or explanation presented.</li> <li>● <b>Determine</b> a missing or underdeveloped introduction or conclusion.</li> <li>● <b>Determine</b> disorganized reasons or irrelevant evidence.</li> <li>● <b>Determine</b> when a transition is weak or missing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Evaluate</b> the effectiveness of different text structures in conveying the information in an informational or explanatory text.</li> <li>● <b>Analyze</b> areas that need to be corrected or made stronger with organization and supporting details.</li> <li>● <b>Analyze</b> areas where word choice could be changed to make the text stronger.</li> </ul>

**Cluster: Text Types & Purposes**

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event). Revise one or more paragraphs demonstrating these abilities.

**Standard: W.5.3**

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

- W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3.b Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3.c Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

**PLDs:**

Evidence Statements
<ol style="list-style-type: none"><li>1. The student will use provided information to organize a narrative that engages and orients the reader by<ol style="list-style-type: none"><li>a. clearly establishing a situation,</li><li>b. introducing a narrator or character(s),</li><li>c. using dialogue and descriptions to develop the story,</li><li>d. using transition words to manage the sequence of events,</li><li>e. using concrete words and sensory details, and</li><li>f. developing an appropriate closure that follows from the narrative.</li></ol></li><li>2. The student will revise a narrative by<ol style="list-style-type: none"><li>a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s),</li><li>b. identifying an improved organization, dialogue, and/or description,</li><li>c. deleting details that are inconsistent with the rest of the narrative,</li><li>d. using concrete words and sensory details, and</li><li>e. identifying a missing or weak conclusion.</li></ol></li></ol>

Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> <li>● <b>Identify</b> the narrator and/or characters in a text.</li> <li>● <b>List</b> transitional words and phrases.</li> <li>● <b>Identify</b> a problem and how it might be solved.</li> <li>● <b>Identify</b> dialogue and descriptive language in a text.</li> <li>● <b>Identify</b> a weak or missing introduction or conclusion with support.</li> <li>● <b>Identify</b> where support or evidence is needed.</li> <li>● <b>Identify</b> when transitions are missing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Orient</b> the reader by establishing a situation and introducing a narrator and/or characters.</li> <li>● <b>Organize</b> an event sequence that unfolds naturally.</li> <li>● <b>Use</b> narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.</li> <li>● <b>Provide</b> a conclusion that follows from the narrated experiences or event.</li> <li>● <b>Determine</b> a missing or underdeveloped introduction or conclusion.</li> <li>● <b>Determine</b> disorganized reasons or irrelevant evidence.</li> <li>● <b>Determine</b> when a transition is weak or missing.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Establish</b> a clear point of view for the narrator and/or characters, using descriptive details and dialogue.</li> <li>● <b>Analyze</b> areas that need to be corrected or made stronger with organization and supporting details.</li> <li>● <b>Analyze</b> areas where word choice could be changed to make the text stronger.</li> </ul>

**Cluster:            Language in Writing**

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts

**Standard:            W.5.10**

Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.

- W.5.10.a Expand, combine and reduce sentences for meaning, reader/listener interest and style.
- W.5.10.b Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.
- W.5.10.c Form and use the perfect verb tenses (e.g., I had walked, I have walked).
- W.5.10.d Use verb tense to convey various times, sequences, states and conditions.
- W.5.10.e Recognize and correct inappropriate shifts in verb tense.
- W.5.10.f Use correlative conjunctions. (e.g., either/or).

**PLDs:**

Evidence Statements	
1. New-to-grade conventions	
a. The student will identify, use, edit to correct, and/or edit for correct usage of	
i. expansion, combination, and reduction sentences,	
ii. the perfect verb tense,	
iii. verb tense to convey various times, sequences, states, and conditions,	
iv. inappropriate shifts in verb tense, and	
v. correlative conjunctions.	
2. Carry-over skills from previous grade	
a. The student will identify, use, edit to correct, and/or edit for correct usage of	
i. Grade 4	
1. relative pronouns,	
2. relative adverbs,	
3. progressive verb tenses,	
4. modal auxiliaries to convey various conditions,	
5. adjective order within a sentence according to conventional patterns,	
and	
6. prepositional phrases.	

Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> <li>● <b>Identify</b> sentences that could be expanded, combined, or reduced.</li> <li>● <b>Identify</b> the perfect verb tense.</li> <li>● <b>Identify</b> inappropriate shifts in verb tense.</li> <li>● <b>Identify</b> correlative conjunctions.</li> <li>● <b>Identify</b> relative pronouns.</li> <li>● <b>Identify</b> relative adverbs.</li> <li>● <b>Identify</b> progressive verb tenses.</li> <li>● <b>Identify</b> modal auxiliaries.</li> <li>● <b>Identify</b> where words function as adjectives.</li> <li>● <b>Identify</b> prepositional phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Expand, combine, and reduce</b> sentences for meaning, reader/listener interest, and style.</li> <li>● <b>Explain</b> the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>● <b>Form and use</b> the perfect verb tenses (e.g., I had walked, I have walked).</li> <li>● <b>Use</b> verb tense to convey various times, sequences, states, and conditions.</li> <li>● <b>Recognize and correct</b> inappropriate shifts in verb tense.</li> <li>● <b>Use</b> correlative conjunctions (e.g., either/or) correctly.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Revise</b> sentences by expanding, combining, or reducing them appropriately and correctly.</li> <li>● <b>Edit</b> for accurate and effective use of perfect verb tenses in both writing and peer editing.</li> <li>● <b>Edit</b> for precise verb tenses to clearly convey time, sequence, state, and condition across a range of contexts.</li> <li>● <b>Edit</b> to correct inappropriate shifts in verb tense, maintaining consistency within and across sentences.</li> <li>● <b>Edit</b> for correct usage of correlative conjunctions to improve sentence structure and logical relationships.</li> </ul>

**Cluster: Language in Writing**

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

**Standard: W.5.11**

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- W.5.11.a Use punctuation to separate items in a series.
- W.5.11.b Use a comma to separate an introductory element from the rest of the sentence.
- W.5.11.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Sam?)
- W.5.11.d Use underlining, quotation marks or italics to indicate titles of works.
- W.5.11.e Spell grade-appropriate words correctly, consulting reference materials as needed.

**PLDs:**

Evidence Statements
<ol style="list-style-type: none"><li>1. New-to-grade conventions<ol style="list-style-type: none"><li>a. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none"><li>i. punctuation to separate items in a series,</li><li>ii. commas to separate an introductory element from the rest of a sentence,</li><li>iii. commas to set off the words “yes” and “no,” to set off a tag question, and to indicate direct address, and</li><li>iv. underlining, quotation marks, or italics to indicate titles of works.</li></ol></li></ol></li><li>2. Conventions assessed across relevant grades<ol style="list-style-type: none"><li>a. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none"><li>i. words or phrases to precisely convey ideas.</li></ol></li></ol></li><li>3. Carry-over skills from previous two grades<ol style="list-style-type: none"><li>a. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none"><li>i. Grade 4<ol style="list-style-type: none"><li>1. capitalization,</li><li>2. commas and quotation marks in direct address and quotations, and</li><li>3. commas and coordinating conjunctions in a compound sentence.</li></ol></li></ol></li></ol></li></ol>

Performance Level Descriptors (PLDs)		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> <li>● <b>Identify</b> an item in a series and whether punctuation is needed.</li> <li>● <b>Identify</b> commas in a series, after introductory elements, for direct address, that set off tag questions, and around the words “yes” and “no” in most writing situations or with support.</li> <li>● <b>Identify</b> formatting for titles of books, articles, songs, etc., with minimal errors or with support.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Identify</b> the purpose and effect of punctuation choices in written texts.</li> <li>● <b>Identify and use</b> commas in a series, after introductory elements, for direct address, to set off tag questions, and around the words “yes” and “no” in most writing situations.</li> <li>● <b>Use</b> appropriate formatting for titles of books, articles, songs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Edit</b> consistently and accurately to improve clarity and style, using punctuation effectively.</li> <li>● <b>Edit</b> consistently and accurately for punctuation rules across all writing tasks, including commas in a series, after introductory elements, for direct address, to set off tag questions, and around the words “yes” and “no.”</li> <li>● <b>Edit</b> for correct formatting of titles (e.g., underlining, italics, or quotation marks), appropriate to the type of work.</li> </ul>