



# ELA Target & Standard Performance Descriptors

Grade 5

This document aligns the **claims** and **targets** of the 2018–2019 Kansas Assessment Program (KAP) to the Kansas standards for English language arts. In addition, it illustrates how the state standards align to the performance level descriptors created for the assessment. Review how each standard is incorporated into the state assessment and the criteria that students must meet to demonstrate proficiency.

Targets are drawn from the standards, and under each target, you will find the connected standards. After each target, the goal Depth of Knowledge (DOK) is provided as a general reference for the projected maximum DOK of items.

*Note: The 2020 KAP assessment design will focus on the language of Kansas standards. This document will be revised accordingly for the 2019–2020 school year.*

## Claim 1: Reading

**Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.**

- Students scoring in the Level 2 range typically read and comprehend readily accessible texts and may be able to read texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 3 range typically read, comprehend, and analyze readily accessible texts as well as read and comprehend texts of moderate complexity. They may be able to read very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 4 range typically read, comprehend, and analyze texts of moderate complexity and very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).

## Claim 2: Writing

**Students can produce effective writing for a range of purposes and audiences.**

On the Kansas summative assessment, students are not composing but are reacting to composed texts to demonstrate knowledge, application, and synthesis of writing conventions. To measure student composition, students should continue to practice short and extended writing that is evaluated at the local level. For Target 9, students apply and edit conventions of varying sophistication in stimuli of varying complexity that are appropriate for their grade level. For example, a student scoring in Level 2 can edit for subject-verb agreement in a short, simple stimulus while a student scoring in Level 4 can edit for subject-verb agreement throughout a longer, more complex stimulus.

## Blueprint Summary

The table below summarizes the content of the KAP ELA assessment for 2019.

KAP ELA Blueprint Summary					
Domain	% of Test	Focus	Cluster	Standards	DOK
Reading	60–65%	Literary Texts (30–35%)	Key Ideas & Details	RL.1–3	2–3
			Craft & Structure	RL.4–6	2–3
			Language in Reading	RL.10–12	2–3
			Integration of Knowledge & Ideas	RL.7–9	3
		Informational Texts (30–35%)	Key Ideas & Details	RI.1–3	2–3
			Craft & Structure	RI.4–6	2–3
			Language in Reading	RI.10–12	2–3
			Integration of Knowledge & Ideas	RI.7–9	3
Writing	35–40%	N/A	Text Types & Purposes	W.1–4	2
			Language in Writing	W.10–12	1

**Claim 1, Target 1**

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

DOK 2

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

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.	Students can identify evidence from a text or texts, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

**Claim 1, Target 2**

Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text.

DOK 2

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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the type or genre of a literary text (e.g., fables); identify a theme or central idea presented in a text; and identify key events in a text.</p>	<p>Students can determine or summarize a theme or central idea presented in a text and determine or summarize key ideas or events in a text.</p>	<p>Students can analyze and summarize a theme or central idea presented in a text; analyze, summarize, or sequence key ideas and events in a text; and use details within a text or texts to support and justify the statement of theme or central idea.</p>

**Claim 1, Target 3**

Determine intended meanings of words, including multiple meanings of academic/tier 2 words, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

DOK 2

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.

RL.5.11: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RL.5.12.c: Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can determine the meaning of a word based on explicit context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use affixes and common Greek or Latin root words to determine the correct meaning of an unknown word or phrase in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek and Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.</p>

**Claim 1, Target 4**

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view; theme; author's message or purpose).

DOK 3

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).

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

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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify explicit details within a text that support a conclusion.	Students can identify explicit or implicit details within a text to support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts; and identify explicit and implicit details that support that conclusion and inference.

**Claim 1, Target 5**

Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.

DOK 3

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).

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

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the use of literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) within a text.</p>	<p>Students can describe or compare the use of or the relationship between literary elements within a text or across two different texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).</p>	<p>Students can analyze and compare the use of and the relationship between literary elements within a text and across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).</p>

**Claim 1, Target 6**

Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.

DOK 3

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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the overall structure of a text or the structure within a text.</p>	<p>Students can determine how the overall structure or the structure within a text impacts meaning.</p>	<p>Students can analyze and interpret how the overall structure of a text and the structure within a text impact meaning and analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.</p>

**Claim 1, Target 7**

Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.

DOK 3

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.

RL.5.12: Demonstrate understanding of figurative language, word relationships, 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.
- c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.</p>	<p>Students can determine the meaning of figurative language used in context, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.</p>	<p>Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.</p>

**Claim 1, Target 8**

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

DOK 2

RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.</p>	<p>Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.</p>	<p>Students can identify evidence from a text or texts, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.</p>

**Claim 1, Target 9**

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

DOK 2

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

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify a central idea, supporting details, a key event, or a procedure in a text.</p>	<p>Students can determine or summarize a central idea, a topic, or subtopics using supporting details in a text; connect key details and steps in the correct order to support a central idea; and determine or summarize key events or a procedure in a text.</p>	<p>Students can determine a central idea, a topic, and subtopics using supporting details in a text; connect key details and steps in the correct order to support a central idea; and summarize a central idea, topic, subtopics, key events, and a procedure in a text.</p>

**Claim 1, Target 10**

Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.

DOK 2

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.

RI.5.11: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RI.5.12.c: Use the relationships between particular words (e.g., synonyms) to better understand each of the words.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can determine the meaning of a word based on explicit context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use affixes and common Greek or Latin root words to determine the correct meaning of an unknown word or phrase in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek or Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.</p>

**Claim 1, Target 11**

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).

DOK 3

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.

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

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

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 points.

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

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify explicit details within a text that support a conclusion.	Students can identify explicit or implicit details within a text that support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts; and identify explicit and implicit details within a text or texts that support that conclusion and inference.

**Claim 1, Target 12**

Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information).

DOK 3

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.

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

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text and identify conflicting information within a text.</p>	<p>Students can describe the relationship or interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text or across two texts; determine how conflicting information reveals the author's message or purpose; and determine the author's message or purpose within a text or across two texts.</p>	<p>Students can analyze the relationship and interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit and implicit details within a text or across two texts; analyze how conflicting information reveals the author's message or purpose within a text or across two texts; and analyze the author's message or purpose within a text or across two texts.</p>

**Claim 1, Target 13**

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

DOK 3

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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify text structures and features in an overall text (e.g., headings, formatting, and indices) and describe the function of text structures to organize text.</p>	<p>Students can describe how the overall structure of a text or texts or the inclusion of text features (e.g., headings, formatting, and indices) impacts meaning and interpret the impact of that structure on meaning.</p>	<p>Students can determine how the overall structure of a text or the inclusion of text features (e.g., headings, formatting, and indices) impacts meaning; analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning; and analyze the relationship between a text and other resources.</p>

**Claim 1, Target 14**

Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.

DOK 3

RI.5.12: Demonstrate understanding of figurative language, word relationships, 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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.</p>	<p>Students can determine the meaning of figurative language used in context, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.</p>	<p>Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.</p>

**Claim 2, Target 1a**

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).

DOK 2

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

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

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation, introducing a narrator and/or character(s), organizing narrative with a sequence of events that unfolds naturally, using common transition strategies to convey sequence, and providing a conclusion.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation, introducing a narrator and/or character(s), organizing narrative with a sequence of events that unfolds naturally, using intermediate transition strategies to convey sequence, and providing a conclusion that follows logically from the narrative. When revising, students can reorganize details to support an idea.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation, introducing a narrator and character(s), organizing a narrative with a sequence of events that unfolds naturally and may include time shifts, using advanced transition strategies to convey sequence based on understanding of the text, and providing a conclusion that follows logically from the narrative. When revising, students can reorganize details to support a central idea and theme.</p>

**Claim 2, Target 1b**

Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.

DOK 2

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

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

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to revise and elaborate narratives that apply narrative techniques, such as including dialogue to convey events or experiences; including concrete words, phrases, and sensory details to convey events or experiences; and using precise language to narrate events or experiences.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to revise and elaborate narratives that apply narrative techniques, such as including dialogue to convey events or experiences; including concrete words, phrases, and sensory details to convey events or experiences; using precise language to narrate events or experiences; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to revise and elaborate complex narratives that apply narrative techniques, such as including dialogue to convey events and experiences; including concrete words, phrases, and sensory details to convey events and experiences; using precise language to narrate events and experiences; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.</p>

**Claim 2, Target 3a**

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.

DOK 2

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

- 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as introducing a topic, making observations, grouping related information, using transition words and phrases to link ideas, and including an appropriate conclusion.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as introducing a topic clearly; making general observations; grouping related information; using transition words, phrases, and clauses to link ideas; and including a conclusion or section related to the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying and applying improved organizational elements, such as introducing a topic clearly; making general observations; grouping related information; using transition words, phrases, and clauses to link ideas; and including a conclusion or section related to the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.</p>

**Claim 2, Target 3b**

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

DOK 2

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

- 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise an informational or explanatory text by using precise language to inform or explain, developing the central idea, and deleting details that do not support the central idea.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus and/or provided notes to develop, organize, or revise informational or explanatory text by identifying and applying elaboration techniques, such as developing and elaborating the central idea; using supporting evidence (e.g., facts, definitions, concrete details, quotations, and other information or examples); using precise and domain-specific language to inform or explain; and deleting details that do not support the central idea.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus and/or provided notes to develop, organize, or revise a complex informational or explanatory text by identifying and applying the best use of elaboration techniques, such as developing and elaborating the central idea; using supporting evidence (e.g., facts, definitions, concrete details, quotations, and other information or examples, including paraphrased and cited statements); using precise and domain-specific language to inform or explain; and deleting details, reasons, and evidence that do not support the central idea.</p>

**Claim 2, Target 6a**

Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

DOK 2

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

- a. Know the difference between fact and opinion.
- 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.g., *consequently*, *specifically*).
- e. Provide a concluding statement or section related to the opinion presented.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context or a central idea, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements, such as stating an opinion about an explicit topic, organizing supporting evidence or reasons into logical groups, using transition words and phrases to connect opinions to evidence or reasons, and providing an appropriate conclusion that supports the stated opinion.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements, such as stating an opinion about an explicit topic; establishing a context; organizing supporting evidence or reasons into logical groups and to elaborate ideas; using transition words, phrases, and clauses to connect opinions to evidence or reasons and to elaborate ideas; and providing an appropriate conclusion that supports the stated opinion. When revising, students can reorganize reasons and evidence to support an idea.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying and applying improved organizational elements, such as stating an opinion about an explicit or implicit topic; establishing a context; organizing supporting evidence and reasons into logical groups and to elaborate ideas; using transition words, phrases, and clauses to connect opinions to evidence and reasons and to elaborate ideas; and developing an appropriate conclusion that supports the explicit or implicit opinion presented. When revising, students can reorganize reasons and evidence to support an idea.</p>

**Claim 2, Target 6b**

Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

DOK 2

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

- a. Know the difference between fact and opinion.
- 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.g., *consequently*, *specifically*).
- e. Provide a concluding statement or section related to the opinion presented.

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise opinion text by identifying the best use of elaboration techniques, such as developing the opinion with supporting evidence or reasons and deleting details that do not support the opinion.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise opinion text by identifying the best use of elaboration techniques, such as developing the opinion with supporting evidence or reasons and to elaborate ideas and deleting details, reasons, or evidence that do not support the opinion.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise complex opinion text by identifying and applying the best use of elaboration techniques, such as developing the opinion with supporting evidence or reasons and to elaborate explicit or implicit ideas and deleting details, reasons, or evidence that do not support the opinion.</p>

**Claim 2, Target 8**

Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

DOK 1

W.5.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.3.d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify and use the best grade-appropriate academic/tier 2 words to inform or explain to an audience, identify and use the best concrete words and phrases to orient the reader, and identify and use effective sensory details to convey experiences and events.</p>	<p>Students can identify and use the best grade-appropriate academic/tier 2 and domain-specific/tier 3 words to inform or explain to an audience, identify and use the best concrete words and phrases to orient the reader, and identify and use effective sensory details to convey experiences and events.</p>	<p>Students can identify and use the best grade-appropriate academic/tier 2 and domain-specific/tier 3 words to inform or explain to an audience, identify and use the best concrete words and phrases to orient the reader, identify and use effective sensory details to convey experiences and events, and evaluate the effect of word choice on the audience in achieving a purpose.</p>

**Claim 2, Target 9**

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

DOK 1

W.5.10: Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.

- b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- c. Form and use the perfect verb tenses (e.g., *I had walked, I have walked*)
- d. Use verb tense to convey various times, sequences, states, and conditions.
- e. Recognize and correct inappropriate shifts in verb tense.
- f. Use correlative conjunctions. (e.g., *either, or*)

W.5.11: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- 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?*)
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting reference materials as needed.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can apply and edit some grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement and pronoun-antecedent agreement; inappropriate use of sentence fragments and run-ons; frequently confused words (e.g., <i>to/too/two</i>); corrections for the use of verbs (e.g., perfect tense; shifts in tense; conveying sequence, state, or condition); correlative conjunctions; punctuation using commas (e.g., items in a series, introductory elements, the words <i>yes</i> and <i>no</i>, tag questions, and direct address); correct punctuation for titles; and spelling of grade-appropriate words and may also include conventions from the previous two grade levels.</p>	<p>Students can apply and edit most grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement and pronoun-antecedent agreement; inappropriate use of sentence fragments and run-ons; frequently confused words (e.g., <i>to/too/two</i>); corrections for the use of verbs (e.g., perfect tense; shifts in tense; conveying sequence, state, or condition); correlative conjunctions; punctuation using commas (e.g., items in a series, introductory elements, the words <i>yes</i> and <i>no</i>, tag questions, and direct address); correct punctuation for titles; and spelling of grade-appropriate words and may also include conventions from the previous two grade levels.</p>	<p>Students can apply and edit almost all grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement and pronoun-antecedent agreement; inappropriate use of sentence fragments and run-ons; frequently confused words (e.g., <i>to/too/two</i>); corrections for the use of verbs (e.g., perfect tense; shifts in tense; conveying sequence, state, or condition); correlative conjunctions; punctuation using commas (e.g., items in a series, introductory elements, the words <i>yes</i> and <i>no</i>, tag questions, and direct address); correct punctuation for titles; and spelling of grade-appropriate words and may also include conventions from the previous two grade levels.</p>