

Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
English Language Arts GRADE 5

Student Name: _____ Student Grade: _____
 Teacher: _____ Date: _____

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.1. Identify words in the text to answer a question about explicit information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select words from the text to support an inference. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify words in the text to answer a question about explicit information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify words in the text to answer a question about explicit information. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, answer explicit questions about a familiar text. 	___Y ___N

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.2. Identify the central idea or theme of a familiar story, drama or poem.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the central idea or theme of a story, drama, or poem. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the central idea or theme based of a familiar story, drama, or poem. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the main idea of a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify details from a familiar story. 	___Y ___N

Common Core State 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.3. Compare and contrast two characters in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare and contrast two characters in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Compare and contrast two characters in a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Compare two characters in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify words that describe a main character from a familiar story. 	___Y ___N

Common Core State 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.4. After listening to or reading a familiar text, determine the meanings of words and phrases.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> After listening to or reading a familiar text, determine the meanings of words and phrases. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> After listening to or reading a familiar text, identify the meanings of words and phrases. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompts and support, identify the meaning of words in a familiar text. 	___Y ___N

Common Core State 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.5. Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the beginning, middle, and end of a poem, drama, or story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Given three parts from a familiar poem, drama, or story, arrange the parts into the correct sequence. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the beginning of a familiar story. 	___Y ___N

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.6. Determine the point of view of the narrator.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Describe the difference between the point of view of the narrator and another character in the story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine the point of view of the narrator. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the narrator in a story with a character as the narrator. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the speakers in a dialogue. 	___Y ___N

Common Core State Standard: RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.7. Identify illustrations and multimedia elements that add to understanding of a text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Provide an example of how an illustration enhances understanding of the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify illustrations and multimedia elements that add to understanding of a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify illustrations and multimedia elements that show what is happening in the text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the target item in an illustration or other multimedia element. 	___Y ___N

Common Core State Standard: RL.5.8. (Not applicable to literature)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.8. N/A		Indicate Yes or No

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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.9. Compare two stories with similar topics.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare and contrast two stories with similar elements. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Compare two stories with similar topics. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Given a story, locate another story with the similar topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the topic of a familiar book. 	___Y ___N

Common Core State Standard: RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.5.10. **This Literature Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.1. Select words or phrases from the text to support inferences.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explain what the text says to support inferences. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select words or phrases from the text to support inferences. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify details from the text to support inferences. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify what will happen next. 	___Y ___N

Common Core State 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.2. When given text, identify the main ideas that are supported by the key details.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> When given a text, generate the main ideas based on details of the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> When given text, identify the main ideas that are supported by the key details. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> When given simple text and two details, identify one main idea. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify details from a familiar story. 	___Y ___N

Common Core State 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.3. Make connections between two individuals or events/actions in a text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Make connections between two individuals, events, ideas, or concepts. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Make connections between two individuals or events/actions in a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Connect text to different pictures about a single event. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Match two pictures showing the “same” event. 	___Y ___N

Common Core State 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*.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.4. After listening to or reading a text, determine the meanings of domain-specific words and phrases.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use the domain-specific word within context. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> After listening to or reading a text, determine the meanings of domain-specific words and phrases. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Match a word with a picture or object. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, recognize pictures and related words in a text. 	___Y ___N

Common Core State 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.5. Identify the beginning, middle, and end of a text with a clear sequential structure.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the beginning, middle, and end of a text with a clear sequential structure. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Given three parts from a text, arrange the parts into the correct sequence. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the beginning of a familiar text. 	___Y ___N

Common Core State 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.6. Given two pieces of information on the same event or topic, note what is the same.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Given two pieces of information with similar topics, compare and contrast them. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Given two pieces of information on the same topic, note what is the same. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recognize similar aspects in two pieces of information. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify “same” when shown words or pictures about a topic or event. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.7. Use print or digital sources for information to answer a question.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use print or digital sources to gather information. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use print or digital sources for information to answer a question. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use words or pictures to answer questions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Uses a word or picture to answer a question. 	___Y ___N

Common Core State 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.8. Identify the evidence or reasons the author uses to support points in text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify more than one piece of evidence that supports the author’s points in the text. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the evidence the author uses. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify an author's main points. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompts and supports, identify a book about a specific topic. 	___Y ___N

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.9. Collect information from two or more texts on the same topic to share information about a subject.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Collect information from two or more texts on the same topic to share information about a subject. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Collect information from two or more texts on the same topic to share information about a subject. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Collect information from one text to share information about a subject. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, indicate where information is found in a text. 	___Y ___N

Common Core State Standard: RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.5.10. **This Informational Text Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.5.3. Know and apply phonics and word analysis skills in decoding words. a. Decode two-syllable words.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Decode up to multiple-syllable words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Decode two-syllable words. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the beginning and ending consonant sounds of familiar words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify initial letter in own name. 	___Y ___N

Common Core State Standard: RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.5.3.b. Read more than 20 common high-frequency words.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Read more than 100 words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Read more than 20 common high-frequency words. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Read up to 20 common high-frequency words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify words associated with familiar pictures and symbols used to support routines, schedules, and communication. 	___Y ___N

Common Core State Standard: RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.5.4. Read text comprised of familiar words with accuracy and understanding.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Read paragraphs and lengthier text with accuracy and understanding. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Read text comprised of familiar words with accuracy and understanding. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Read single words with understanding. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to reading. 	___Y ___N

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

- a. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.1. Write an opinion about a topic or text and reasons to support the opinion. a. Introduce a topic or		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
text and state an opinion about it.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Independently introduce a topic or text and state an opinion about it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Introduce a topic or text and state an opinion about it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, introduce a topic or text and state an opinion about it. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify an opinion about a text or topic. 	___Y ___N

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

b. Provide logically ordered reasons that are supported by facts and details.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.1.b. Provide reasons to support the opinion.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Logically order reasons to support the opinion. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Provide reasons to support the opinion. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, provide reasons to support the opinion. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, select from an array of reasons to support an opinion. 	___Y ___N

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

c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.1.c. N/A		Indicate Yes or No

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

d. Provide a concluding statement or section related to the opinion presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.1.d. N/A		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.2. Write to convey ideas and information clearly. a. Introduce a topic and organize illustrations or other multimedia related to it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Independently introduce a topic and organize illustrations or other multimedia related to it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Introduce a topic and organize illustrations or other multimedia related to it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Introduce a topic and select illustrations or other multimedia related to it. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, select illustrations or other multimedia related to a familiar topic. 	___Y ___N

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

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.2.b. Provide facts, details, or other information related to the topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Logically order details to support the topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Provide facts, details, or other information related to the topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Select facts, details, or other information related to the topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify objects, artifacts, or other information related to the topic. 	___Y ___N

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

- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.2.c. N/A		Indicate Yes or No

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

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.2.d. N/A		Indicate Yes or No

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

- e. Provide a concluding statement or section related to the information or explanation presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.2.e. N/A		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.3. Select an event or personal experience and write about it. a-b. Introduce the experience or situation, and follow with three or more events in sequence.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Introduce the experience or situation in one sentence and then follow with sentences that include three or more events in sequence. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Introduce the experience or situation, and follow with three or more events in sequence. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Write about an event or personal experience including two events in sequence. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in a shared writing about a personal experience. 	___Y ___N

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

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.3.c. N/A		Indicate Yes or No

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

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.3.d. N/A		Indicate Yes or No

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

e. Provide a conclusion that follows from the narrated experiences or events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.3.e. N/A		Indicate Yes or No

Common Core State Standard: W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.4. Produce writing that is appropriate to task, purpose, and audience.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Produce writing that is appropriate to a wide variety of tasks, purposes, and audiences. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Produce writing that is appropriate to task, purpose, and audience. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, produce writing that is appropriate to task, purpose, and audience. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, produce group writing that is appropriate to task, purpose, and audience. 	___Y ___N

Common Core State Standard: W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.5. With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> With guidance and support from peers and adults, write and revise using the editing process. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, add more information to own writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from peers and adults, write. 	___Y ___N

Common Core State Standard: W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> With minimal guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, use technology to produce writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, use technology to communicate. 	___Y ___N

Common Core State Standard: W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.7. Conduct short research projects using two or more sources.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Conduct short research projects using multiple sources. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Conduct short research projects using two or more sources. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, gather information about a topic. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate with a group in using multiple sources to conduct a short research project. 	___Y ___N

Common Core State Standard: W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.8. Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recall information from personal experiences and gather relevant information from print and digital sources to include in writing. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Recall information from personal experiences or gather relevant information from print and digital sources to include in writing. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recall information from personal experiences to include in writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recall personal experiences. 	___Y ___N

Common Core State Standard: 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].”).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.9. Use information from literary and informational text to		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
support writing. a. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”).		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: • N/A	___Y ___N
Level III	Student demonstrates the content knowledge and skills: • Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”).	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: • With guidance and support, apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”).	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : • With guidance and support, participate in writing tasks that follow shared reading of poetry, prose, and other forms of literature.	___Y ___N

Common Core State Standard: 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]”).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.9.b. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational text (e.g., “Identify evidence the author uses.”).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: • N/A	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational text (e.g., “Identify evidence the author uses.”). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational text (e.g., “Identify evidence the author uses.”). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, participate in writing tasks that follow shared reading of informational texts. 	___Y ___N

Common Core State Standard: W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.5.10. Write routinely for a variety of tasks, purposes, and audiences.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Write routinely for a variety of tasks, purposes, and audiences. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, write routinely for a variety of tasks, purposes, and audiences. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate routinely during shared writing for a variety of purposes and audiences. 	___Y ___N

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

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.1. Participate in collaborative discussions. a. Prepare for discussions.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Prepare for discussions by completing assignments related to the discussion. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Prepare for discussions. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With support, prepare for discussions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompts and support, prepare a comment on the topic prior to the discussion. 	___Y ___N

Common Core State Standard: SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
b. Follow agreed-upon rules for discussions and carry out assigned roles.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.1.b. Engage in discussions to share information on the topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Engage in discussions sharing information on the topic across repeated turns. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Engage in discussions to share information on the topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> When guidance and support, add information to the discussion on the topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> When prompted, add prepared comment to the discussion. 	___Y ___N

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

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.1.c. Communicate directly with peers in multi-turn exchanges.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Initiate multi-turn exchanges with peers. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Communicate directly with peers in multi-turn exchanges. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Communicate directly with peers. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in discussions with peers. 	___Y ___N

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

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.1.d. Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask and answer questions of adult or peer communication partners to clarify and elaborate key issues. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Ask and answer questions of adult or peer communication partners to identify key issues of the discussion. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Answer questions from adult or peer communication partners related to key issues of the discussion. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • Answer simple questions (i.e., <i>who</i> and <i>what</i>) related to the topic of the discussion. 	___Y ___N

Common Core State Standard: SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.2. Identify the main idea and supporting details of a text presented through diverse media.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Paraphrase the main idea and supporting details of a text presented through diverse media. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Identify the main idea and supporting details of a text presented through diverse media. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Identify the main idea of a text presented through diverse media. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With support, identify details from a text presented through diverse media. 	___Y ___N

Common Core State Standard: SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.3. Identify the main point a speaker makes.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Paraphrase the main point and supporting points a speaker makes. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the main point a speaker makes. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify a point that the speaker makes. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize speaker. 	___Y ___N

Common Core State Standard: SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.4. Create a simple report or presentation about a curriculum-based topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Create a report or presentation about a curriculum-based topic including a statement of own opinion about the topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Create a simple report or presentation about a curriculum-based topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Create a simple presentation about a personally relevant topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Select a picture, object, or artifact from an array of options to add to a group-created presentation about a curriculum-based topic. 	___Y ___N

Common Core State Standard: SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.5. Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Select an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Match audio recordings, images, photographs, or other visuals/tactual displays to portions of a group-constructed report or presentation. 	___Y ___N

Common Core State Standard: SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.5.6. Use formal and informal language.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use formal and informal language as appropriate. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use formal and informal language. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Differentiate between communication partners and contexts that call for formal and informal communication. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Communicate informally with others. 	___Y ___N

Common Core State Standard: L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.1. Demonstrate standard English grammar and usage when communicating. <ul style="list-style-type: none"> a. Use singular and plural nouns with matching verbs (e.g., <i>Sam eats, dogs eat</i>). 		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Generate sentences that use singular and plural nouns with matching verbs. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use singular and plural nouns with matching verbs (e.g., <i>Sam eats, dogs eat</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Combine nouns and verbs in communication. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Demonstrate an understanding of common verbs. 	___Y ___N

Common Core State Standard: L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked* verb tenses).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

EEL.5.1.b. N/A		Indicate Yes or No
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Common Core State Standard: L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use verb tense to convey various times, sequences, states, and conditions.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.1.c. N/A		Indicate Yes or No

Common Core State Standard: L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Recognize and correct inappropriate shifts in verb tense.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.1.d. (See EEL.5.1.a.)		Indicate Yes or No

Common Core State Standard: L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.1.e. Use frequently occurring conjunctions: <i>and, but, or, for, because</i> .		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Generate a sentence that correctly includes frequently occurring conjunctions: <i>and, but, or, for, because</i>. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use frequently occurring conjunctions: <i>and, but, or, for, because</i>. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use <i>and</i> to combine words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in lessons focused on using <i>and</i> to expand sentences. 	___Y ___N

Common Core State Standard: L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.2. Use conventions of standard English. a. Capitalize names and the first word in a sentence.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Capitalize names and the first word in a sentence in own writing. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Capitalize names and the first word in a sentence. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, indicate that the first word in a sentence must be capitalized. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to own name in text. 	___Y ___N

Common Core State Standard: L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use a comma to separate an introductory element from the rest of the sentence.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.2.b. Use a period to mark the end of a sentence.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use a period to mark the end of a sentence in own writing 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use a period to mark the end of a sentence. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Indicate the need to mark the end of a sentence with a period in shared writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Indicate a mark that is used at the end of a sentence. 	___Y ___N

Common Core State Standard: L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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, Steve?*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.2.c. N/A		Indicate Yes or No

Common Core State Standard: L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use underlining, quotation marks, or italics to indicate titles of works.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.2.d. N/A		Indicate Yes or No

Common Core State Standard: L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Spell grade-appropriate words correctly, consulting references as needed.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.2.e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Spell most words correctly with full phonetic representations of misspelled words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the consonant to represent the final phoneme in familiar words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in spelling and alphabet activities. 	___Y ___N

Common Core State Standard: L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.3. Use language to achieve desired meaning when communicating.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Listen and communicate to obtain information to perform a task. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use language to achieve desired meaning in communicating. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Communicate to achieve three or more communicative functions (e.g., request, comment, share information). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Express at least two communicative functions that may or may not be in a conventional fashion. 	___Y ___N

Common Core State Standard: L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.3.b. N/A		Indicate Yes or No

Common Core State Standard: L.5.4. 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 (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.4. Determine or clarify the meaning of vocabulary drawn from reading and content areas. a. Use context as a clue to determine the meaning of words.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: • N/A	___Y ___N
Level III	Student demonstrates the content knowledge and skills: • Use context as a clue to determine the meaning of words.	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: • Recognize the meaning of words.	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : • Respond to the meaning of a word in context.	___Y ___N

Common Core State Standard: L.5.4. 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.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.4.b. Identify the temporal meaning of words when common		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common verbs. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Respond to temporal word in context. 	___Y ___N

Common Core State Standard: L.5.4. 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.

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.4.c. N/A		Indicate Yes or No

Common Core State Standard: L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.5. Demonstrate understanding of word relationships. <p>a. Use simple, common idioms (e.g., <i>You bet!</i>, <i>It's a deal.</i>, <i>We're cool.</i>).</p>		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use simple, common idioms (e.g., <i>You bet!</i>, <i>It's a deal.</i>, <i>We're cool.</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Uses an idiom correctly in response to a shared interaction. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> React to a shared interaction in which an idiom is used. 	___Y ___N

Common Core State Standard: L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.5.b. N/A		Indicate Yes or No

Common Core State Standard: L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.5.c. N/A		Indicate Yes or No

Common Core State Standard: L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.5.6. Use domain-specific		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
words (e.g., <i>if, then, next</i>).		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use domain-specific words and phrases. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use domain-specific words (e.g., <i>if, then, next</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify domain-specific words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Point to domain-specific words. 	___Y ___N