Assessment Development Guide
Educator Resource
English Language Arts: Grade 5

This document is intended to describe how the Kansas assessments align to the Kansas standards. It illustrates how standards, evidence statements, performance level descriptors (PLDs), and depth of knowledge influence the Kansas summative assessment.

The 2017 Kansas ELA content standards serve as the foundation of the assessment. These standards are grouped into clusters, and the assessment mirrors these same groupings. By assessing at the cluster level, it is possible to highlight student mastery of the connected material contained in the standards. Emphasis on particular clusters captures the focus, coherence, and rigor of the standards. These content emphases guide the development of each assessment.

Suggested Uses

Educators can use this document to

- better understand the standards and the assessment.
- understand what is expected of students in order to achieve performance level 3.
- check the alignment of curriculum and learning activities.
- ensure that long-range instructional plans match the major emphases of the standards.
- apply standards at the level of rigor necessary to allow students to demonstrate success or mastery within a balanced assessment system.
- develop learning goals.
- build a greater understanding of student, grade-level, school, and district results and plan for future learning activities accordingly.
- provide professional development opportunities within a school or district, and for vertical team planning, grade-level planning, and professional learning communities.

Evidence Statements

Evidence statements are derived from the content standards and describe the knowledge and skills that an assessment item or task elicits from students.

Evidence statements are also designed to provide guidance for teachers in creating classroom learning opportunities that align with the expectations of the standards. Evidence statements should not be used as a checklist of student understanding, nor should they be used to limit instructional practices.

Performance Level Descriptors

To help educators and parents understand students' performance at each level, PLDs are available for each test. PLDs define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4). PLDs are not inclusive: they do not describe all possible skills students could demonstrate at each of the levels. PLDs should not be viewed as checklists of what students should know or be able to do.

These PLDs appear on Individual Student Reports and describe student performance on the assessment.

Level 1: A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 2: A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 3: A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4: A student at Level 4 shows an *excellen*t ability to understand and use the skills and knowledge needed for postsecondary readiness.

Detailed descriptions of performance levels for grade 5 ELA are contained within this document.

Depth of Knowledge

The Kansas Assessment Program (KAP) uses Webb's depth of knowledge (DOK) framework to classify each assessment item based on the level of cognitive demand required by students. The four DOK levels **do not** directly correspond to the four performance levels of the KAP summative assessments.

DOK is a measure of cognitive complexity, not a measure of difficulty. Item difficulty is determined by the percentage of students who correctly respond to an item. It is possible for a DOK 2 item to be very difficult and for a DOK 3 item to be relatively easy.

Items within an assessment include a range of DOK levels and correspond to the levels of cognitive complexity required by the content standards. There are four DOK levels, as outlined below.

Level 1   Recall and Reproduction: Recall a fact, term, definition, principle, or concept; perform a simple procedure.

Level 2   Basic Application of Skills and Concepts: Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.

Level 3   Strategic Thinking: Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.

Level 4   Extended Thinking: Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

Test Content Summary

The test summary provides general information related to the emphasis placed on certain domains and clusters within the assessment.

KAP ELA assessments focus on two overarching domains: Writing and Reading. The latter is further divided into the reading of literary and informational texts.

Writing: Students can produce effective writing for a range of purposes and audiences.
    Items assessing Writing may be drawn from both clusters below.
        Text Types & Purposes
        Language in Writing

Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
    Items assessing Reading may be drawn from any of the clusters below.
        Key Ideas & Definitions
        Craft & Structure
        Language in Reading
        Integration of Knowledge & Ideas

Table 1 summarizes the content of the KAP ELA assessments (effective with spring 2020 administration).

Table 1. Grade 5 ELA Test Summary

Writing	Percentage of Assessment	Depth of Knowledge
Text Types & Purpose	35%–40%	2
Language in Writing		
Reading: Literary	**Percentage of Assessment**	**Depth of Knowledge**
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		
Reading: Informational	**Percentage of Assessment**	**Depth of Knowledge**
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		

The remaining pages of this document are organized by cluster. Evidence statements and PLDs are shown below each cluster.

Cluster	**Text Types & Purposes** Demonstrate ability to differentiate between fact and opinion. Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.
Standard	**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Evidence Statements

1. The student identifies the differences between fact and opinion.
2. The student uses provided information to organize and support an opinion or argument by
    a. clearly stating an opinion on a given topic,
    b. organizing supporting evidence/reasons,
    c. using transition words and phrases to connect opinions and reasons, and
    d. developing an appropriate conclusion related to the opinion presented.
3. The student revises an opinion or argument by
    a. identifying a missing or weak introduction and conclusion,
    b. identifying an improved organization or supporting evidence/reasons,
    c. deleting evidence/reasons that do not support the opinion, and
    d. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • using 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; or • providing an appropriate conclusion that supports the stated opinion.	Students at level 3 may demonstrate skills such as • using 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; • providing an appropriate conclusion that supports the stated opinion; • categorizing facts and opinions; and/or • deleting reasons and evidence that do not support the stated opinion, when revising.	Students at level 4 may demonstrate skills such as • using 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; • organizing supporting evidence or reasons into logical groups; • using transition words and phrases to connect opinions to evidence and reasons; • providing an appropriate conclusion that supports the explicit or implicit opinion presented; • assessing the differences between facts and opinions; and/or • deleting reasons and evidence that do not support the stated opinion, when revising.

Cluster	**Text Types & Purposes** Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.
Standard	**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Evidence Statements

1. The student will use provided information to organize and support an informational or explanatory texts by
    a. clearly stating a main idea,
    b. using supporting details to develop the main idea,
    c. using transition words and phrases to connect ideas,
    d. using precise language, and
    e. developing an appropriate conclusion related to the information or explanation presented.
2. The student will revise an informational or explanatory texts by
    a. identifying a missing or weak introduction and conclusion,
    b. identifying an improved organization or supporting details,
    c. deleting details that do not support the text's main idea,
    d. using precise language, and
    e. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • organizing support details into logical groups; • using transition words and phrases to connect ideas; or • including an appropriate conclusion related to the information or explanation presented.	Students at level 3 may demonstrate skills such as • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • organizing support details into logical groups, using transition words and phrases to link ideas; • using precise language; • including an appropriate conclusion related to the information or explanation presented; and/or • removing details that do not support the main idea, when revising.	Students at level 4 may demonstrate skills such as • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • organizing support details into logical groups, using transition words and phrases to link ideas; • using precise language; • including an appropriate conclusion related to the information or explanation presented; and/or • removing details that do not support the main idea, when revising.

Cluster

Text Types & Purposes

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

Standard

W.5.3

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

Evidence Statements

1. The student will use provided information to organize a narrative that engages and orients the reader by
 	
    a.   clearly establishing a situation,
    b.   introducing a narrator or character(s),
    c.   using dialogue and descriptions to develop the story,
    d.   using transitional words to manage the sequence of events,
    e.   using concrete words and sensory details, and
    f.   developing an appropriate closure that follows from the narrative.
2. The student will revise a narrative by
 	
    a.   identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s);
    b.   identifying an improved organization, dialogue, and/or description;
    c.   deleting details that are inconsistent with the rest of the narrative;
    d.   using concrete words and sensory details; and
    e.   identifying a missing or weak conclusion.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator or character(s); • organizing the narrative with a sequence of events that unfolds naturally; • using concrete language; • using common transitional words or phrases to manage the sequence of events; or • providing a closure.	Students at level 3 may demonstrate skills such as • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator and/or character(s); • organizing a narrative with a sequence of events that unfolds naturally; • using details or dialogue to develop the story; • using concrete language or sensory details; • using common transitional words and phrases to manage the sequence of events; • providing closure that follows logically from the narrative; and/or • removing details that are inconsistent with the narrative, when revising.	Students at level 4 may demonstrate skills such as • using information provided in a stimulus to develop, organize, and 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; • using details and dialogue to develop the story; • using concrete language and sensory details; • using intermediate transitional words or phrases to manage the sequence of events; • providing closure that follows logically from the narrative; and/or • removing details that are inconsistent with the narrative, when revising.

Cluster

Language in Writing

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

Standards

W.5.10

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

W.5.11

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

Evidence Statements		
New-to-grade conventions	**Conventions assessed across relevant grades**	**Carry-over skills from previous two grades**
The student will identify, use, edit to correct, and/or edit for correct use of 1. expand, combine, and reduce sentences, 2. perfect verb tense, 3. verb tense to convey various times, sequences, states, and conditions, 4. inappropriate shifts in verb tense, and 5. correlative conjunctions.	The student will identify, use, edit to correct, and/or edit for correct use of 1. subject-verb agreement, 2. pronoun-antecedent agreement, 3. complete sentences and recognizing inappropriate sentence fragments and run-on sentences, 4. frequently confused words (*to/too/two, there/their*), and 5. punctuation for effect.	The student will identify, use, edit to correct, and/or edit for correct use of *Grade 4* 1. relative pronouns, 2. relative adverbs, 3. progressive verb tenses, 4. modal auxiliaries to convey various conditions, 5. order adjectives within a sentence according to conventional patterns, and 6. prepositional phrases. *Grade 3* 1. a regular plural noun, 2. an irregular plural noun, 3. an abstract noun, 4. a regular verb, 5. an irregular verb, 6. a simple verb tense, 7. a comparative adjective, 8. a superlative adjective, 9. a comparative adverb, 10. a superlative adverb, 11. a coordinating conjunction,

		12. a subordinating conjunction, and 13. simple, compound, and complex sentences.
New-to-grade conventions	**Conventions assessed across relevant grades**	**Carry-over skills from previous two grades**
The student will identify, use, edit to correct, and/or edit for correct use of 1. punctuation to separate items in a series; 2. commas to separate an introductory element from the rest of a sentence; 3. commas to set off the words *yes* and *no*, to set off a tag question and to indicate direct address; and 4. underlining, quotation marks, or italics to indicate titles of works.	The student will identify, use, edit to correct, and/or edit for correct use of 1. word(s) or phrase(s) to precisely convey ideas.	The student will identify, use, edit to correct, and/or edit for correct use of *Grade 4* 1. capitalization, 2. commas and quotation marks in direct address and quotations, and 3. commas and coordinating conjunctions in a compound sentence. *Grade 3* 1. capitalization of titles, 2. commas in addresses, 3. commas and quotation marks in dialogue, and 4. possessives

Performance Level Descriptors (PLDs)

All Levels

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.

Conventions at this grade and level of proficiency include use and/or correction of

- editing sentences,
- verb use (including perfect tense; shifts in tense; conveying sequence, state, or condition),
- relative pronouns and adverbs,
- correlative and subordinating conjunctions,
- complex sentences,
- comma use (with items in a series, introductory elements, the words *yes* and *no*, 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.

Cluster	**Key Ideas & Details** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
Standard	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Evidence Statement
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying text evidence, such as explicit details, to support a given inference or conclusion based on the text.	Students at level 3 may demonstrate skills such as • quoting explicit details and/or implicit information to support a given inference or conclusion based on the text.	Students at level 4 may demonstrate skills such as • quoting explicit details and implicit information to support a given inference or conclusion based on the text.

Cluster	**Key Ideas & Details** Identify or summarize central ideas, key events, or the sequence of events presented in a text.
Standard	**RL.5.2** Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Evidence Statement
1. The student will determine or summarize a theme, main idea, or supporting details.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying the type of literary text being read, • identifying a theme or main idea presented in a text, or • summarizing the key events presented in a text.	Students at level 3 may demonstrate skills such as • classifying the type of literary text being read, • summarizing a theme or main idea presented in a text, • identifying details from the text, including the response of characters to challenges or how a speaker reflects on a topic, to support the stated of theme or main idea, and/or • summarizing key events presented in a text.	Students at level 4 may demonstrate skills such as • classifying by type the literary text being read, • analyzing a theme or main idea presented in a text, • using details from the text, including the response of characters to challenges or how a speaker reflects on a topic, to support the stated theme or main idea, and/or • summarizing key events presented in a text.

Key Ideas & Details

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

RL.5.3

Standard 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).

Evidence Statement
1. The student will use specific details from the text to analyze literary elements (e.g., character, setting, plot points, dialogue).

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying the use of literary elements (e.g., two or more characters, settings, events) within a text.	Students at level 3 may demonstrate skills such as • comparing and/or contrasting two or more examples of a single literary element (e.g., two or more characters, settings, events) within a text and/or • identifying specific details from the text to support the comparisons made.	Students at level 4 may demonstrate skills such as • using compare and contrast to analyze two or more examples of a single literary element (e.g., two or more characters, settings, events) within a text and/or • using specific details from the text to support the analysis.

Cluster

Craft & Structure

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

Standard

RL.5.4

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

Evidence Statements
1. The student will determine the meaning of a word or phrase based on its context in a literary text.   2. The student will determine the meaning of figurative language.

Performance Level Descriptors (PLDs)

Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as • determining the meaning of a word based on explicit context in a text, • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text, or • identifying figurative language.	Students at level 3 may demonstrate skills such as • determining the meaning of a word or phrase based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • determining the intended meaning of figurative language.	Students at level 4 may demonstrate skills such as • determining the meaning of a word or phrase based on explicit or implicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • analyzing the meaning of figurative language.

Cluster

Craft & Structure

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

Standard

RL.5.5

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

Evidence Statement
1.   The student will explain how parts of a text (chapters, scenes, stanzas) provide an overall structure.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying the overall structure of a text or the structure within a text.	Students at level 3 may demonstrate skills such as • describing how smaller sections of a text (e.g., chapters, scenes, stanzas) provide the overall structure of a text.	Students at level 4 may demonstrate skills such as • analyzing how smaller sections of a text (e.g., chapters, scenes, stanzas) provide and/or impact the overall structure of a text.

Cluster	**Craft & Structure** Identify or explain point of view, author's message, or author's purpose and the impact of these elements on a text and on reader interaction with a text.
Standard	**RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.

Evidence Statement
1.   The student will analyze how a specific point of view influences the descriptions given.

Performance Level Descriptors (PLDs)		

Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as • identifying the point(s) of view used by a narrator or speaker in a text, or • identifying the impact point of view has on how events are described.	Students at level 3 may demonstrate skills such as • describing the point(s) of view used by a narrator or speaker in a text, and/or • describing the impact that point(s) of view has on how events are described.	Students at level 4 may demonstrate skills such as • analyzing the point(s) of view used by a narrator or speaker in a text, and/or • analyzing the impact that point(s) of view has on how events are described.

Cluster

Integration of Knowledge & Ideas

Relate knowledge of nonprint formats (e.g., illustrations, graphs) to obtain, interpret, explain, or connect information within text.

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).

Evidence Statement
1. The student will analyze how visual elements contribute to a text's meaning, tone, and/or beauty.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying if visual elements impact the narrative of a text.	Students at level 3 may demonstrate skills such as • describing how visual elements contribute to the meaning, tone, or beauty of a text.	Students at level 4 may demonstrate skills such as • analyzing how visual elements contribute to the meaning, tone, and/or beauty of a text.

Cluster	**Language in Reading** Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.
Standards	**RL.5.11** Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 5 reading and content*, choosing flexibly from a range of strategies. **RL.5.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
    a. using context clues,
    b. using common Greek and Latin affixes and/or roots, and
    c. using reference materials to determine and/or clarify meaning.
 2. The student will demonstrate understanding of word relationships and nuances in meaning by
    a. interpreting figurative language in context,
    b. explaining the meaning of common idioms, adages, and proverbs in context, and
    c. using word relationships to better understand each word.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying literal and figurative language used in context, • identifying common affixes used in a text, • identifying the relationship(s) between words, or • using resources to determine the correct meaning of an unknown word in a text.	Students at level 3 may demonstrate skills such as • using context to determine the meaning of literal and figurative language used in a text, • identifying the meaning of affixes and/or root words used in a text, • identifying relationship(s) between words, and/or • using resources to determine the correct meaning of an unknown word in a text.	Students at level 4 may demonstrate skills such as • analyzing context to determine the meaning of literal and figurative language used in a text, • interpreting the meaning of affixes and root words used in a text, • interpreting relationship(s) between words, and/or • using resources to determine the correct meaning of an unknown word in a text.

Cluster

Key Ideas & Details

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

Standard

RI.5.1

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

Evidence Statement
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as	Students at level 3 may demonstrate skills such as	Students at level 4 may demonstrate skills such as
• identifying text evidence, such as explicit details, to support a given inference or conclusion based on the text.	• quoting explicit details and/or implicit information to support a given inference or conclusion based on the text.	• quoting explicit details and implicit information to support a given inference or conclusion based on the text or texts.

Cluster	**Key Ideas & Details** Identify or summarize central ideas, key events, or procedures and details that support them.
Standard	**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Evidence Statement
1.   The student will determine or summarize a main idea, key event, or supporting details.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying two main ideas presented in a text, • identifying key details from the text to support the stated main ideas, or • summarizing the key events presented in a text.	Students at level 3 may demonstrate skills such as • summarizing two or more main ideas presented in a text, • recounting key details from the text to support the stated main ideas, and/or • summarizing key events presented in a text.	Students at level 4 may demonstrate skills such as • analyzing and summarizing two or more main ideas presented in a text, • using key details from the text to support the stated main ideas, and/or • summarizing key events presented in a text.

Cluster	**Key Ideas & Details** Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.
Standard	**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Evidence Statement
1. The student will explain and/or analyze the relationship between elements of a text (e.g., people, events, ideas, topics) based on specific information from the text.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying the connection(s) between two individuals, events, ideas, or concepts within a text.	Students at level 3 may demonstrate skills such as • describing the relationships or interactions between two or more individuals, events, ideas, or concepts within a text while using specific information from the text.	Students at level 4 may demonstrate skills such as • using specific information from the text as support, analyze the relationships or interactions between two or more individuals, events, ideas, or concepts within a text.

Cluster

Craft & Structure

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

Standard

RI.5.4

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

Evidence Statement
1.   The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • determining the intended meaning of common/tier 1 words and academic/tier 2 words as used in a text.	Students at level 3 may demonstrate skills such as • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words as used in a text.	Students at level 4 may demonstrate skills such as • analyzing the intended meaning of academic/tier 2 words and domain-specific/tier 3 words as used in a text.

Cluster   **Craft & Structure**

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

RI.5.5

Standard   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.

Evidence Statement
1.   The student will analyze the structures used in two or more texts.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) used in two texts.	Students at level 3 may demonstrate skills such as • comparing and/or contrasting the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) used in two or more texts.	Students at level 4 may demonstrate skills such as • using compare and contrast to analyze the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) used in two or more texts.

Cluster

Craft & Structure

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

Standard

RI.5.6

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

Evidence Statement
1. The student will analyze multiple accounts of the same topic and the point of view used in each.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying the similarities or differences in the point(s) of view used in two accounts of the same event or topic.	Students at level 3 may demonstrate skills such as • distinguishing the similarities and/or differences in the point(s) of view used in two or more accounts of the same event or topic.	Students at level 4 may demonstrate skills such as • analyzing the point(s) of view used in multiple accounts of the same event or topic.

Cluster	**Integration of Knowledge & Ideas**
	Determine the structure and logic of the author's argument using claims supported by evidence.
Standard	**RI.5.8**
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Evidence Statements
1. The student will explain how an author supports specific points in a text.
2. The student will identify which evidence supports which point.

Performance Level Descriptors (PLDs)

Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as	Students at level 3 may demonstrate skills such as	Students at level 4 may demonstrate skills such as
• identifying explicit evidence used to support the author's claims.	• describing explicit evidence used to support the author's claims and/or • identifying which evidence supports which points.	• analyzing and interpreting the explicit evidence used to support the author's claims, indicating which evidence supports which points.

Cluster	**Language in Reading** Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.
Standards	**RI.5.11** Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 5 reading and content*, choosing flexibly from a range of strategies. **RI.5.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
   a. using context clues,
   b. using common Greek and Latin affixes and/or roots, and
   c. using reference materials to determine and/or clarify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
   a. interpreting figurative language in context;
   b. explaining the meaning of common idioms, adages, and proverbs in context; and
   c. using word relationships to better understand each word.

Performance Level Descriptors (PLDs)		
Level 2	**Level 3**	**Level 4**
Students at level 2 may demonstrate skills such as • identifying literal and figurative language used in context, • identifying common affixes used in a text, • identifying the relationship(s) between words, or • using resources to determine the correct meaning of an unknown word in a text.	Students at level 3 may demonstrate skills such as • using context to determine the meaning of literal and figurative language used in a text, • interpreting the meaning of affixes and/or root words used in a text, • identifying relationship(s) between words, and/or • using resources to determine the correct meaning of an unknown word in a text.	Students at level 4 may demonstrate skills such as • analyzing context to determine the meaning of literal and figurative language used in a text, • interpreting the meaning of affixes and root words used in a text, • interpreting relationship(s) between words, and/or • using resources to determine the correct meaning of an unknown word in a text.