

**I AM Performance Level Descriptors (PLDs)  
Grade 5 English/Language Arts (ELA)**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>5.RL.2.1.a.1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	With support(s), identify details and examples in a text when explaining what is stated in a low-complexity text.	Select details and examples in a text when explaining what the low-complexity text says explicitly.	Refer to details and examples in a text when explaining what a low- to moderate-complexity text says explicitly.
<b>5.RL.2.1.a.2</b>	Refer to specific text evidence to support inferences.	With support(s), identify specific text evidence to support inferences in a low-complexity text.	Select specific text evidence to support inferences in a low-complexity text.	Refer to specific text evidence to support inferences in a low- to moderate-complexity text.
<b>5.RL.2.2.a.1</b>	Summarize the text.	With support(s), identify a summary statement from a low-complexity text.	Identify a summary statement of an event or part of a low-complexity text.	Summarize the text.
<b>5.RL.2.2.a.2</b>	Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	With support(s), identify the theme of a story with an explicit theme and low-complexity text.	Identify the theme of a story with low-complexity text.	Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic in texts of low to moderate complexity.
<b>5.RL.2.3.a.1</b>	Describe characters, settings, and events within a story; provide or identify specific details in the text to support the description.	With support(s), identify characters, setting, and events in detail in a low-complexity text.	Identify characters, setting, and events in detail in a low-complexity text.	Describe characters, settings, and events within a story; provide or identify specific details in the text to support the description in texts of low to moderate complexity.

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<b>5.RN.2.1.a.1</b>	Quote accurately from a text when explaining what the text says explicitly.	With support(s), identify a quote from a low-complexity text.	Identify a quote from a low-complexity text.	Quote accurately from a text when explaining what the text says explicitly in a low- to moderate-complexity text.
<b>5.RN.2.1.a.2</b>	Quote accurately from a text to support inferences.	With support(s), identify a quote or statement that supports a provided inference from a low-complexity text.	Identify a quote or statement that supports a provided inference from a low-complexity text.	Quote accurately from a text to support inferences in a low- to moderate-complexity text.
<b>5.RN.2.2.a.1</b>	Determine main ideas, and identify key details to support main ideas.	With support(s), identify a detail of a low-complexity text.	Identify the main idea or details of a low-complexity text.	Determine main ideas, and identify key details to support main ideas in a low- to moderate-complexity text.
<b>5.RN.2.2.a.2</b>	Summarize the text.	With support(s), identify a summary statement from a low-complexity text.	Identify a summary statement of an event or part of a low-complexity text.	Summarize a low- to moderate-complexity text.
<b>5.RN.2.3.a.1</b>	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 across texts.	With support(s), define the relationship between two text-based features from a historical, scientific, or technical text of low complexity.	Define the relationship between two text-based features from a historical, scientific, or technical text of low to moderate complexity.	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 across low- to moderate-complexity texts.
<b>5.RV.2.1.a.1</b>	Use context and text features to determine the meanings of unknown words.	With support(s), use a context feature to determine the meaning of a word in a low-complexity text.	Use context features to determine the meaning of a word in a low-complexity text.	Use context and text features to determine the meaning of a word in a low- to moderate-complexity text.
<b>5.RV.2.2.a.1</b>	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	With support(s), identify a synonym or multiple meaning word.	Identify synonyms, antonyms, homographs, and multiple meaning words of common academic words.	Identify relationships among words such as multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and/or analogies.

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<b>5.RV.2.4.a.1</b>	Use common grade-appropriate known words and word patterns as clues to determine the meaning of an unknown word.	With support(s), identify the meaning of a known word.	Identify the meaning of an unknown word using common grade-appropriate known words.	Use common grade-appropriate known words and word patterns as clues to determine the meaning of an unknown word.
<b>5.RV.3.1.a.1</b>	Determine the meaning of figurative language in works of literature, including imagery, symbolism, and figurative language.	With support(s), identify figurative language.	With support(s), identify the meaning of common figurative language.	Identify the meaning of common figurative language in text.
<b>5.RV.3.2.a.1</b>	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text.	With support(s), use an explicit context feature to determine the meaning of a word in a low-complexity text.	Use text features to determine the meaning of a word from a low-complexity nonfiction text.	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text in a low- to moderate-complexity text.
<b>5.RV.3.3.a.1</b>	Identify the meaning of common idioms, proverbs, or adages.	With support(s), identify a common proverb or adage.	Identify the lesson in a common proverb or adage.	Identify the meaning of a common idiom or the lesson of a common proverb or adage.
<b>5.SL.3.1.a.1</b>	Summarize the main ideas and supporting details of a text read aloud.	With support(s), identify the main idea of an expressed message that is presented via the student's preferred mode of communication.	From a given main idea, identify a supporting detail of a low-complexity expressed message.	Summarize the main idea and supporting details of a low- or moderate-complexity expressed message.
<b>5.SL.3.1.a.2</b>	Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively.	With support(s), identify a supporting detail that supports a main idea.	Given supporting details, identify the main idea.	Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively in a low- to moderate-complexity text.
<b>5.SL.3.2.a.1</b>	Summarize the points a speaker makes.	With support(s), identify a summary statement of a low-complexity expressed message.	Identify a summary statement of a low- or moderate-complexity expressed message.	Summarize points of a moderate-complexity expressed message.
<b>5.SL.3.2.a.2</b>	Identify the reasons and evidence a speaker provides to support particular points.	With support(s), identify a reason that supports the speaker's point.	With support(s), identify reasons that support the speaker's point.	Identify reasons that support the speaker's point.

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<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>5.ML.2.1.a.1</b>	Review claims made in various types of media.	Match type of claim to specific type of accessible, most common media given support(s).	Identify claims made in various types of accessible media given support(s).	Identify claims made in various types of accessible media.
<b>5.ML.2.1.a.2</b>	Evaluate evidence used to support these claims.	Identify claims made in various accessible, most common types of media given support(s).	Identify claims made in various types of accessible media given support(s).	Evaluate evidence used to support claims in various types of accessible media.
<b>5.ML.2.2.a.1</b>	Identify the role of the media in focusing people's attention on events.	Identify the purpose of the given accessible, most common media format given support(s).	Identify the purpose of the given accessible media format.	Identify the purpose of the given media format.
<b>5.ML.2.2.a.2</b>	Identify the role of the media in forming people's opinions on issues.	Identify the purpose of accessible, most common types of media given support(s).	Identify the purpose of the given accessible media.	Identify the purpose of given media in forming people's opinions.
<b>5.RL.3.1.a.1</b>	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text.	Identify how a series of phrases fit together to provide the overall structure of a particular low-complexity text given support(s).	Explain how a series of scenes or stanzas fit together to provide the overall structure of a particular low- to moderate-complexity text.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular low- to moderate-complexity text.
<b>5.RL.3.2.a.1</b>	Describe how a narrator's or speaker's point of view influences how events are portrayed.	Identify a narrator's or speaker's point of view portrayed in a low-complexity text given support(s).	Identify a narrator's or speaker's point of view in a low- to moderate-complexity text.	Use a narrator's or speaker's point of view to describe how it influences events in a moderate-complexity text.
<b>5.RL.4.1.a.1</b>	Identify how visual and multimedia presentations and representations can enhance the meaning of a text.	Select an accessible visual or multimedia presentation that enhances the meaning of a low-complexity text given support(s).	Select an accessible visual or multimedia presentation that enhances the meaning of a low- to moderate-complexity text.	Identify how an accessible visual or multimedia presentation enhances the meaning of a moderate-complexity text.

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<b>5.RL.4.2.a.1</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Identify similarities in stories of the same genre of low-complexity texts given support(s).	Identify similarities or differences in stories of the same genre of low- to moderate-complexity texts.	Identify similarities and differences in stories of the same genre of moderate-complexity texts.
<b>5.RN.3.1.a.1</b>	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Identify text features on a given topic in a low-complexity text given support(s).	Use text features to locate the correct information for a given topic in a low-complexity text given support(s).	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
<b>5.RN.3.2.a.1</b>	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Identify similarities in events, ideas, concepts, or information in stories with low-complexity text given support(s).	Identify similarities or differences in events, ideas, concepts, or information in stories with a low- to moderate-complexity text.	Identify similarities and differences in events, ideas, concepts, or information in stories with a moderate-complexity text.
<b>5.RN.3.3.a.1</b>	Determine important similarities and differences in the perspectives of multiple accounts of the same event or topic.	Identify similarities in multiple perspectives of low-complexity texts given supports(s).	Identify similarities or differences in multiple perspectives of low- to moderate-complexity texts.	Identify similarities and differences in multiple perspectives of moderate-complexity texts.
<b>5.RN.4.1.a.1</b>	Explain how an author uses reasons and evidence to support particular points in a text.	Identify a key point related to the author's perspective in a low-complexity text given support(s).	Identify key points related to the author's perspective given a low- to moderate-complexity text.	Explain how an author uses reasons and evidence to support particular points in a moderate-complexity text.
<b>5.RN.4.2.a.1</b>	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Match information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject given support(s).	Identify the same topic in several texts with a low- to moderate-complexity text.	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
<b>Writing</b>				
<b>5.W.3.1.a.1</b>	Provide an introduction that states own position within persuasive composition.	With supports, identify an appropriate detail that correlates with a position in persuasive composition.	Identify an appropriate topic sentence that correlates with a given position within persuasive composition.	Compose an appropriate introduction that correlates with a given position within persuasive composition.

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<b>5.W.3.1.a.2</b>	Use language appropriate to the identified audience in a persuasive composition.	With supports, select appropriate persuasive language (formal vs. informal) for a specific audience when given an example.	Identify appropriate persuasive language (formal vs. informal) for a specific audience when given an example.	Use appropriate persuasive language (formal vs. informal) based on the intended audience.
<b>5.W.3.1.a.3</b>	Provide relevant facts and reasons to support stated opinion within persuasive writing.	With supports, identify facts to support an opinion within a persuasive composition.	Identify facts and/or reasons to support an opinion within a persuasive composition.	Provide facts and reasons to support an opinion within a persuasive composition.
<b>5.W.3.1.a.4</b>	Organize ideas to support the purpose in a persuasive composition.	With supports, add the beginning or ending idea to an existing sequence to support a persuasive composition.	Identify ideas in a coherent sequence to support persuasive composition.	Organize similar multiple ideas and present in a coherent sequence to support persuasive composition.
<b>5.W.3.1.a.5</b>	Link positions and reasons using words, phrases, and clauses in a persuasive composition.	With supports, identify a position or a reason in a persuasive composition.	Identify positions and reasons in a persuasive composition.	Link multiple positions and reasons in a persuasive composition.
<b>5.W.3.1.a.6</b>	Provide a clear concluding statement or paragraph related to the opinion stated in a persuasive composition.	With supports, select a clear concluding statement related to the opinion stated in a persuasive composition.	Select a clear concluding statement or paragraph related to the opinion stated in a persuasive composition.	Provide a clear concluding statement or paragraph related to the opinion stated in a persuasive composition.
<b>5.W.3.1.a.7</b>	Write persuasive compositions in a variety of forms.	With supports, identify a persuasive statement.	Complete or add to an existing persuasive composition.	Produce persuasive compositions in forms of their choice.
<b>5.W.3.2.a.1</b>	Introduce a topic in an informative composition.	With supports, identify a topic for an informative composition.	Determine a topic sentence for an informative composition.	Compose a topic for an informative composition.
<b>5.W.3.2.a.2</b>	Arrange sentences and paragraphs logically, in an organizational form appropriate to the topic in an informative composition.	With supports, add a detail to an existing informative composition.	Write an informative sentence expressing a complete thought.	Produce an informative composition organized with a beginning, middle, and end.
<b>5.W.3.2.a.3</b>	Provide examples, facts, quotations, or other information to support a topic in an informative composition.	With supports, identify a fact or other information to support a topic in an informative composition.	Identify either examples, facts, quotations, or other information to support a topic in an informative composition.	Provide examples, facts, quotations, or other information to support a topic in an informative composition.

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<b>5.W.3.2.a.4</b>	Use appropriate language, vocabulary, and sentence variety to support the appropriate tone and formality in an informative composition.	With supports, identify the use of appropriate language and vocabulary to write an informative sentence.	Identify the use of appropriate language, vocabulary, and/or sentence variety to support an informative paragraph.	Use appropriate language, vocabulary, and sentence variety to support the appropriate tone and formality in an informative composition.
<b>5.W.3.2.a.5</b>	Use transitional words, phrases, and clauses to connect ideas and create cohesion in an informative composition.	With supports, identify transitional words used to connect ideas and create cohesion in an informative composition.	Identify the use of transitional phrases to sequence ideas in an informative composition.	Use transitional phrases to connect ideas and create cohesion in an informative composition.
<b>5.W.3.2.a.6</b>	Provide a concluding statement or paragraph related to the information or explanation presented in an informative composition.	With supports, identify a concluding statement related to the information or explanation presented in an informative composition.	Provide a concluding statement related to the information or explanation presented in an informative composition.	Provide a concluding statement or paragraph related to the information or explanation presented in an informative composition.
<b>5.W.3.2.a.7</b>	Include text features and multimedia when useful to aid comprehension in an informative composition.	With supports, identify a text feature or multimedia when useful to aid comprehension in an informative composition.	Include text features or multimedia when useful to aid comprehension in an informative composition.	Include text features and multimedia when useful to aid comprehension in an informative composition.
<b>5.W.3.2.a.8</b>	Write informative compositions on a variety of topics.	With supports, complete or add to an existing informative composition.	Produce informative sentence(s) on a variety of topics.	Produce informative compositions on a variety of topics.
<b>5.W.3.3.a.1</b>	Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.	With supports, produce a sentence or draw a picture that has a character and an action.	Produce sentences that have a character, actions, and setting.	Produce sentences that contain a beginning, middle, and end of a narrative composition and identify the characters, setting, and action.
<b>5.W.3.3.a.2</b>	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions in a narrative composition.	With supports, order a first and next sequence.	Order a first, next, last sequence.	Produce a first, next, last sequence with transition words.

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<b>5.W.3.3.a.3</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations in a narrative composition.	With supports, add details to sentences or pictures.	Add details to expand meaning in narrative writing.	Use dialogue or description to expand meaning in narrative writing.
<b>5.W.3.3.a.4</b>	Use precise and expressive vocabulary in a narrative composition.	With supports, use precise vocabulary in a sentence.	Use precise vocabulary in several sentences.	Use precise and expressive vocabulary in various sentence types within a narrative composition.
<b>5.W.3.3.a.5</b>	Use figurative language in a narrative composition with support(s).	With supports, use figurative language in a narrative composition.	Identify basic figurative language in written sentences.	Use figurative language in a narrative composition.
<b>5.W.3.3.a.6</b>	Provide an ending that follows from the narrated events in a narrative composition.	With supports, produce word(s) or draw a picture to show the ending to a given story.	Produce or narrate a single sentence ending that follows from the narrated events in a narrative composition.	Produce or narrate a multi-sentence ending that follows from the narrated events in a narrative composition.
<b>5.W.3.3.a.7</b>	Write narrative compositions in a variety of forms.	With supports, produce or draw a narrative sentence.	Produce one or more narrative sentences.	Produce narrative compositions in a variety of forms.
<b>5.W.4.a.1</b>	Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.	With supports, select ideas relevant to topic.	Generate a draft by selecting and organizing ideas relevant to topic.	Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.
<b>5.W.4.a.2</b>	Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).	With supports, revise a sentence using an editing checklist.	Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice) using an editing checklist.	Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice) using an editing checklist.



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<b>5.W.4.a.3</b>	Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).	With supports, edit produced text to include ending punctuation and starting with a capital.	Edit produced text for ending punctuation, starting with a capital and phonetic spelling.	Edit produced text for format and conventions (e.g., spelling, capitalization, usage, punctuation).
<b>5.W.5.a.1</b>	Formulate a research question.	With supports, identify a question.	Formulate a "why" question.	Formulate a research question.
<b>5.W.5.a.2</b>	Gather information through reliable primary and secondary sources.	With supports, identify information sources.	Gather information through a reliable source.	Gather information through reliable primary and secondary sources.
<b>5.W.5.a.3</b>	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.	With supports, identify a supporting detail or direct quote.	Produce a supporting detail or direct quote.	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
<b>5.W.6.1b.a.1</b>	Write sentences that use the perfect verb tenses (e.g., I have walked, I had walked, I will have walked).	With supports, identify the correct verb phrase within a sentence.	Identify sentences that use the perfect verb tenses (e.g., I have walked, I had walked, I will have walked).	Produce sentences that use the perfect verb tenses (e.g., I have walked, I had walked, I will have walked).
<b>5.W.6.1b.a.2</b>	Correctly use verbs that are often misused.	With supports, identify verbs used in a model.	Identify verbs that are often misused.	Correctly use verbs that are often misused.
<b>5.W.6.1d.a.1</b>	Write sentences that use prepositional phrases.	With supports, identify prepositions.	Produce a prepositional phrase within a sentence.	Produce sentences that use prepositional phrases.
<b>5.W.6.1d.a.2</b>	Explain the functions of prepositional phrases in the sentence.	With supports, identify prepositional phrases in the sentence.	Identify prepositional phrases in the sentence.	Explain the functions of prepositional phrases in the sentence.
<b>5.W.6.1e.a.1</b>	Correctly write simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions.	With supports, correctly categorize simple, declarative, interrogative, and exclamatory sentences.	Produce simple, declarative, interrogative, and exclamatory sentences with support(s).	Correctly produce simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions.

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<b>5.W.6.2a.a.1</b>	Apply correct usage of capitalization in writing.	With supports, identify correct usage of capitalization in writing at the beginning of a sentence.	Apply correct usage of capitalization in writing at the beginning of a sentence.	Apply correct usage of capitalization in writing.
<b>5.W.6.2b.a.1</b>	Apply correct usage of apostrophes in writing.	With supports, identify apostrophes in writing.	Given a sentence, correctly place an apostrophe to show possession.	Apply correct usage of apostrophes in writing.
<b>5.W.6.2b.a.2</b>	Apply correct usage of quotation marks in writing.	With supports, identify quotation marks in writing.	Given a sentence, correctly place quotation marks to indicate speaking.	Apply correct usage of quotation marks in writing.
<b>5.W.6.2c.a.1</b>	Apply correct spelling patterns and generalizations in writing.	With supports, correctly identify the beginning sound of a word.	Identify a correctly spelled common word in a composition.	Apply correct spelling patterns and generalizations in a composition.