

Domain: Reading							
Indicator	Standard	1 – Beginner Learner	2-Developing Learner	3-Proficient Learner	4-Distinguished Learner	Evidence	Assessed
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5RL1	With prompting and support, the student can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student inconsistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from a text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
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.	5RL2	With prompting and support, the student can 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 and can summarize the text.	The student inconsistently determines 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 and can summarize the text.	The student consistently determines 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 and can summarize the text.	The student consistently determines 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 and can summarize text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
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).	5RL3	With prompting and support, the student can 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).	The student inconsistently compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	The student consistently compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	The student consistently compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5RL4	With prompting and support, the student can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	The student inconsistently determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	The student consistently determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	The student consistently determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes in text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3



Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5RL5	With prompting and support, the student can explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	The student inconsistently explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	The student consistently explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	The student consistently explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Describe how a narrator's or speaker's point of view influences how events are described.	5RL6	With prompting and support, the student can describe how a narrator's or speaker's point of view influences how events are described.	The student inconsistently describes how a narrator's or speaker's point of view influences how events are described.	The student consistently describes how a narrator's or speaker's point of view influences how events are described.	The student consistently describes how a narrator's or speaker's point of view influences how events are described in text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
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).	5RL7	With prompting and support, the student can 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).	The student inconsistently analyzes 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).	The student consistently analyzes 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).	The student consistently analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5RL9	With prompting and support, the student can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	The student inconsistently compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	The student consistently compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	The student consistently compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics in a text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q1, Q3
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5RI1	With prompting and support, the student can quote accurately from a text when explaining what the text says explicitly and when	The student inconsistently quotes from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The student consistently quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from a text above the fifth	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4



		drawing inferences from the text.			grade stretch band (1010L).		
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5RI2	With prompting and support, the student can determine two or more main ideas of a text and explain how they are supported by key details and summarizes the text.	The student inconsistently determines two or more main ideas of a text and explain how they are supported by key details and summarizes the text.	The student consistently determines two or more main ideas of a text and explain how they are supported by key details and summarizes the text.	The student consistently determines two or more main ideas of a text and explain how they are supported by key details and summarizes text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
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.	5RI3	With prompting and support, the student can 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.	The student inconsistently explains 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.	The student consistently explains 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.	The student consistently explains 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 above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5RI4	With prompting and support, the student can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	The student inconsistently determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	The student consistently determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	The student consistently determines the meaning of general academic and domain-specific words and phrases in a text above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
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.	SRI5	With prompting and support, the student can 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.	The student inconsistently compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	The student consistently compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	The student consistently compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4



Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	5RI6	With prompting and support, the student can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	The student inconsistently analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	The student consistently analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	The student consistently analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in texts above the fifth grade stretch band (1010L).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
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.	5RI7	With prompting and support, the student can 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.	The student inconsistently draws 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.	The student consistently draws 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.	The student consistently draws on information from multiple print or digital sources (above 1010L), demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	5RI8	With prompting and support, the student can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	The student inconsistently explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	The student consistently explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	The student consistently explains how an author uses reasons and evidence to support particular points in a text (above 1010L), identifying which reasons and evidence supports which point(s).	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5RI9	With prompting and support, the student can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	The student inconsistently integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	The student consistently integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	The student consistently integrates information from several texts on the same topic (above 1010L) in order to write or speak about the subject knowledgeably.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments	Q2, Q4



Domain: Foundational Sk	Domain: Foundational Skills										
Indicator	Standard	1 – Beginner Learner	2-Developing Learner	3-Proficient Learner	4-Distinguished Learner	Evidence	Assessed				
Knows and applies grade-level phonics and word analysis skills in decoding.	5RF3 (a)	With prompting and support, the student is able to identify and know meanings of common prefixes and suffixes, decode common Latin suffixes, and decode multisyllabic words.	The student inconsistently identifies and knows meanings of common prefixes and suffixes, decodes common Latin suffixes, and decodes multisyllabic words.	The student consistently identifies and knows meanings of common prefixes and suffixes, decodes common Latin suffixes, and decodes multisyllabic words.		i-Ready Phonics i-Ready High Frequency Words Word Study Kit 2	Q1, Q2, Q3, Q4				
Reads with accuracy and fluency to support comprehension.	5RF4 (a-c)	Reads 0-100 words per minute with 0%-93% accuracy	Reads 101-119 words per minute with 94%-96% accuracy.	Reads 120-130 words per minute with 97% accuracy.	Reads more than 130 words per minute correctly with 97-100% accuracy.	Running record Benchmark Oral Reading Fluency Passages	Q1, Q2, Q3, Q4				

Domain: Writing							
Indicator	Standard	1 – Beginner Learner	2-Developing Learner	3-Proficient Learner	4-Distinguished Learner	Evidence	Assessed
Writes opinion pieces	5W1	Requires teacher	Inconsistently writes opinion	Consistently writes opinion		Opinion	Q3, Q4
and supports point of	(a-d)	prompting and support to	pieces including an	pieces including an		Performance	
view with reasons.		write an opinion piece	introduction to a topic or book,	introduction to a topic or book,		Task	
		including an introduction to	opinion statement, and	opinion statement, and			
		a topic or book, opinion	reasons that support the	reasons that support the			
		statement, and reasons	opinion, uses linking words	opinion, uses linking words			
		that support the opinion,	(e.g. because, and, also) to	(e.g. because, and, also) to			
		uses linking words (e.g.,	connect opinion and reasons,	connect opinion and reasons,			
		because, and, also) to	and provides a concluding	and provides a concluding			
		connect opinion and	statement or section. The	statement or section. The			
		reasons, and provides a	development is largely	development is largely			
		concluding statement or	appropriate to the task and	appropriate to the task and			
		section.	purpose.	purpose.			
Writes	5W2	Requires teacher	Inconsistently writes	Consistently writes		Informational	Q2, Q4
informative/explanator	(a-e)	prompting and support to	informative/explanatory texts	informative/explanatory texts		Performance	
y text to introduce a		write	to examine a topic and convey	to examine a topic and convey		Task	
topic, give facts, and		informative/explanatory	ideas and information clearly,	ideas and information clearly,			
closure.		texts, directly related to	by introducing a topic, using	by introducing a topic, using			
		text/media, by introducing	facts and definitions to	facts and definitions to			
		a topic, using facts and	develop points, and providing a	develop points, and providing a			



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		definitions to develop	concluding statement or	concluding statement or		
		points, and providing a	section. The development is	section. The development is		
		concluding statement or	largely appropriate to the task	largely appropriate to the task		
		section.	and purpose.	and purpose.		
Writes narratives using	5W3	Requires teacher	Inconsistently writes narrative	Consistently writes narrative	Narrative	Q1, Q4
sequenced events,	(a-e)	prompting and support to	pieces including	pieces including	Performance	
details, temporal words,		write narrative pieces	developing real or imagined	developing real or imagined	Task	
and closure.		including developing real or	experiences, establishing a	experiences, establishing a		
		imagined experiences,	situation, introducing a	situation, introducing a		
		establishing a situation,	narrator or characters,	narrator or characters,		
		introducing a narrator or	organizing an event that	organizing an event that		
		characters, organizing an	unfolds naturally, using	unfolds naturally, using		
		event that unfolds	dialogue and descriptions of	dialogue and descriptions of		
		naturally, using dialogue	actions, thoughts and feelings	actions, thoughts and feelings		
		and descriptions of actions,	to develop experiences,	to develop experiences,		
		thoughts and feelings to	temporal words and phrases to	temporal words and phrases to		
		develop experiences,	signal event order, and	signal event order, and		
		temporal words and	providing a sense of closure.	providing a sense of closure.		
		phrases to signal event	The development is largely	The development is largely		
		order, and providing a	appropriate to the task and	appropriate to the task and		
		sense of closure.	purpose.	purpose.		
Uses the writing	5W5	With prompting and	The student inconsistently	The student consistently	All Performance	Q1, Q2,
process.		support, the student	focuses on a topic and	focuses on a topic and	Tasks	Q3, Q4
•		focuses on a topic and	strengthens writing as needed	strengthens writing as needed		
		strengthens writing as	by revising and editing.	by revising and editing.		
		needed by revising and				
		editing.				
Conducts short research	5W7	With prompting and	The student inconsistently	The student consistently	All Performance	Q1, Q2,
projects that build		support, the student	conducts short research	conducts short research	Tasks	Q3, Q4
knowledge about a		conducts short research	projects that build knowledge	projects that build knowledge		
topic.		projects that build	about a topic.	about a topic.		
		knowledge about a topic.				
Recalls information	5W8	With prompting and	The student inconsistently	The student consistently recalls	All Performance	Q1, Q2,
from experience or		support, the student recalls	recalls information from	information from experience	Tasks	Q3, Q4
gathers information		information from	experience or gathers	or gathers information from		
from print and digital		experience or gathers	information from print and	print and digital sources.		
sources.		information from print and	digital sources.			
		digital sources.				
Draw evidence from	5W9 (a-	With prompting and	The student inconsistently	The student consistently draws	All Performance	Q1, Q2,
literary or informational	b)	support, the student draws	draws evidence from literary or	evidence from literary or	Tasks	Q3, Q4
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texts to support		evidence from literary or	informational texts to support	informational texts to support		



analysis, reflection, and	support analysis, reflection,	analysis, reflection, and	analysis, reflection, and		
research.	and research.	research.	research.		

Domain: Language and Vocabulary									
Indicator	Standard	1 – Beginner Learner	2-Developing Learner	3-Proficient Learner	4-Distinguished Learner	Evidence	Assessed		
Demonstrate command	5L1(a-e)	With prompting and	The student is	The student is		All Performance Tasks	Q1, Q2,		
of the conventions of	5L2(a-e)	support, the student is able	inconsistently able to	consistently able to use			Q3, Q4		
standard English	5L3(a-b)	to use standard English	use standard English	standard English grammar		Writing & Language			
grammar to include		grammar and conventions	grammar and	and conventions of		Handbook pages 159-211			
capitalization,		of language and acquires,	conventions of language	language and acquires,					
punctuation, and		understands, and uses new	and acquires,	understands, and uses					
spelling when speaking		diverse vocabulary.	understands, and uses	new diverse vocabulary.					
and writing.			new diverse vocabulary.						
Determine and use	5L4(a-c)	With prompting and	The student can	The student can		All Performance Tasks	Q1, Q2		
strategies to clarify the		support, the student can	inconsistently use	consistently use context			Q3, Q4		
meaning of unknown		use context clues to	context clues to uncover	clues to uncover meaning		Writing & Language			
and multiple meaning		uncover meaning of	meaning of unknown	of unknown words.		Handbook pages 159-211			
words and phrases.		unknown words.	words.						
Demonstrate	5L5(a-c)	With prompting and	The student	The student consistently		All Performance Tasks	Q1, Q2		
understanding of word		support, the student is able	inconsistently uses	uses vocabulary in real life			Q3, Q4		
relationships & nuances		to use vocabulary in real life	vocabulary in real life	connections and		Writing & Language			
in word meanings.		connections and distinguish	connections and	distinguish shades of		Handbook pages 159-211			
		shades of meaning among	distinguish shades of	meaning among verbs and					
		verbs and adverbs.	meaning among verbs	adverbs.					
			and adverbs.						