

**Colorado Academic Standards - Reading, Writing, and Communicating
Fifth Grade Proficiency Level Descriptions**

Standard: Reading for All Purposes			
Grade Level Expectation: Literary texts are understood and interpreted using a range of strategies <i>DCSD Progress Report: Understands and interprets fiction using a range of strategies</i>			
<p align="center">1: Beginning Understanding</p> <p>Reads without using any pre-reading strategies. Summaries are out of sequence. Identifies main character(s) and setting.</p>	<p align="center">2: Meets Some Aspects of GLE</p> <p>Occasionally uses pre-reading strategies. When paraphrasing or summarizing, sequence is sometimes but not always correct. Identifies characters, but struggles to state the character's point of view. Identifies two texts that have similar themes or story lines. Identifies a sentence or paragraph that demonstrates a literacy device. States an opinion, prediction, or inference but does not locate supporting text.</p>	<p align="center">3: Meets GLE</p> <p>Uses pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge. Paraphrases or summarizes in sequence. Explains how characters have different points of view. Compares and contrasts different literary texts with similar themes or story lines, or texts by the same author. Uses knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text. Locates information to support opinions, predictions, inferences, and identification of the author's message or theme.</p>	<p align="center">4: Exceeds GLE</p> <p>Demonstrates consistent, independent, and strategic use of pre-reading strategies. Paraphrases or summarizes complex or lengthy text in sequence. Analyzes how the characters' point of view impacts the story. Compares and contrasts complex texts as well as makes connections to real life scenarios. Explains how literary devices enhance the text. Explains how specific information in the text supports opinions, predictions, inferences, or the author's message or theme.</p>

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Standard: Reading for All Purposes			
Grade Level Expectation: Ideas found in a variety of informational texts need to be compared and understood			
DCSD Progress Report: <i>Compares and understands ideas found in a variety of non-fiction texts</i>			
1: Beginning Understanding	2: Meets Some Aspects of GLE	3: Meets GLE	4: Exceeds GLE
<p>Ignores or rarely uses text features and structures. Struggles to locate and identify relevant details. Relies on one resource for information. Struggles to discern the difference between a fact or an opinion.</p>	<p>Occasionally uses text features and structures to locate information and answer questions. Identifies text structures (sequence, cause/effect, compare/contrast, problem/solution). Locates details; some are not relevant to the main idea. Uses information from different sources. Identifies common organizational structures. Distinguishes between fact and opinion.</p>	<p>Uses informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks. Uses text structures (sequence, cause/effect, compare/contrast, problem/solution) to predict and construct meaning and deepen understanding. Locates relevant details in text to support the main idea. Compares information gained from different sources. Explain how common organizational structures (paragraphs, topic sentences, concluding sentences) assist comprehension. Distinguishes between fact, opinion, providing support for judgments made.</p>	<p>Consistently, independently, and strategically uses informational text features and structures for specific purposes. Strategically uses text structures to comprehend a wide variety of complex text. Explains how relevant details support the main idea. Compares, contrasts, and evaluates information gained from different sources. Evaluates the quality or power of an organizational structure to assist comprehension. Evaluates the strength or weakness of an author's opinion.</p>

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Standard: Reading for All Purposes			
<p>Grade Level Expectation: Knowledge of morphology and word relationships matters when reading DCSD Progress Report: <i>Uses strategies to decode and infer meaning of complex words</i></p>			
<p align="center">1: Beginning Understanding</p> <p>Reads and identifies words with common prefixes and suffixes. Guesses at the meaning of a word without using context or knowledge of morphology.</p>	<p align="center">2: Meets Some Aspects of GLE</p> <p>Reads and identifies the meaning of words with common prefixes and suffixes. Infers meaning using only context.</p>	<p align="center">3: Meets GLE</p> <p>Reads and identifies the meaning of words with sophisticated prefixes and suffixes. Applies knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity). Infers meaning of words using structural analysis, context, and knowledge of multiple meanings. Reads and identifies the meaning of roots and related word families in which the pronunciation of the root does not change.</p>	<p align="center">4: Exceeds GLE</p> <p>Independently decodes, fluently reads, and understands multisyllabic words using knowledge of morphology. Independently and accurately infers meaning of unknown words in complex text using structural analysis, context, and knowledge of multiple meanings.</p>

**Colorado Academic Standards - Reading, Writing, and Communicating
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Standard: Writing and Composition			
Grade Level Expectation: The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes <i>DCSD Progress Report:</i> Writes stylistic literary pieces for a variety of audiences and purposes			
<p align="center">1: Beginning Understanding</p> <p>Creates personal and fictional narratives lacking in voice. Writes poems using some poetic techniques. Sometimes uses planning strategies chosen to support writing. When prompted, revises writing to add details.</p>	<p align="center">2: Meets Some Aspects of GLE</p> <p>Creates personal and fictional narratives with a personal voice. Writes poems using poetic techniques and figurative language. Has planning strategies chosen to support writing for various purposes. Revises writing to improve level of detail while determining where to add sensory details.</p>	<p align="center">3: Meets GLE</p> <p>Creates personal and fictional narratives with a strong personal voice. Writes poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length). Chooses planning strategies to support writing for various purposes. Revises writing to improve level of detail and precision of language, while determining where to add images and sensory details.</p>	<p align="center">4: Exceeds GLE</p> <p>Creates personal and fictional narratives with strong personal voice that invites a response from the reader. Writes poems using poetic techniques, figurative language; and graphic elements. Chooses planning strategies to support writing for various purposes. Revises writing to enhance the level of detail and precision of language.</p>

Colorado Academic Standards - Reading, Writing, and Communicating
Fifth Grade Proficiency Level Descriptions

Standard: Writing and Composition			
<p>Grade Level Expectation: The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes DCSD Progress Report: <i>Writes strong informational/persuasive texts for a variety of purposes</i></p>			
<p align="center">1: Beginning Understanding</p> <p>Sometimes uses planning strategies to support writing. Organization or layout of facts and events is sometimes random or confusing. Writes a brief explanation of a literary text but uses few facts from text. Identifies cause and effect in persuasive writing. Rarely seeks input from peers when revising.</p>	<p align="center">2: Meets Some Aspects of GLE</p> <p>Has planning strategies chosen to support writing for various purposes. Links events and facts logically through organization and layout. Writes a brief explanation of a literary text using some evidence from the text as support. Groups related ideas in logical order. Includes cause and effect in persuasive writing. Seeks input from peers when revising.</p>	<p align="center">3: Meets GLE</p> <p>Chooses planning strategies to support writing for various purposes. Links events, facts, and opinions logically and effectively through language, organization, and layout. Writes a brief interpretation or explanation of a literary text using evidence from the text as support. Groups related ideas and places them in logical order when writing summaries or reports for intended audiences. Includes cause and effect, opinions, and other opposing viewpoints in persuasive writing. Seeks input from peers when revising.</p>	<p align="center">4: Exceeds GLE</p> <p>Strategically chooses planning strategies to support writing for various purposes. Links events, facts, and opinions logically and effectively through language, organization, and layout that is powerful and persuasive. Writes a succinct interpretation or explanation of a literary text creatively using evidence from the text as support. Groups related ideas and details and places them in logical order when writing summaries or reports for intended audiences. Includes cause and effect, opinions, and other opposing viewpoints in persuasive writing that evokes a response from the reader. Sees and uses input from peers when revising.</p>

Colorado Academic Standards - Reading, Writing, and Communicating
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Standard: Writing and Composition			
Grade Level Expectation: Conventions apply consistently when evaluating written texts DCSD Progress Report: Edits for grammar, usage, mechanics and clarity			
<p align="center">1: Beginning Understanding</p> <p>Corrects some mechanics when editing. Uses appropriate conventions sparingly. Uses consistent sentence structure. Revises for some errors and edits individually and collaboratively. Writes with nouns, verbs, adjectives and adverbs.</p>	<p align="center">2: Meets Some Aspects of GLE</p> <p>Corrects most mechanics when editing. Applies conventions and varies sentence structures. Revises for most errors and edits individually and collaboratively. Writes with nouns, verbs, adjectives and adverbs to enhance writing.</p>	<p align="center">3: Meets GLE</p> <p>Applies knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound and complex sentences, paragraph indentations) and correct sentence structure (elimination of fragments and run-ons) when editing. Applies accurate conventions and varies sentence structures. Revises and edits individually and collaboratively. Writes with precise nouns, active verbs, descriptive adjectives and adverbs to enhance writing.</p>	<p align="center">4: Exceeds GLE</p> <p>Applies deep understanding of correct mechanics when editing. Applies accurate conventions and writes sentences with variety in length and structure for very specific purpose. Revises and edits individually and collaboratively. Writes with precise nouns, active verbs, descriptive adjectives and adverbs to enhance the writing and engage the reader.</p>