 **South Dakota Grade 5 ELA Threshold Descriptors**

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| **Grade 5 Reading: Literary Texts (Target(s) 1,2,3,4,5,6,7)** |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.• Use some explicit and limited implicit information to support emerging inferences or analyses.• Partially summarize central ideas and some key events.• Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.• Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts.• Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.• Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.• Interpret the meaning of some common figurative language. | • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.• Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases.• Accurately summarize central ideas and key events.• With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.• Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.• With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.• With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation. | • Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts.• Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases.• Consistently and accurately summarize central ideas and key events.• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.• Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.• Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation. |

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| **Grade 5 Reading Informational Text (Target(s) 8,9,10,11,12,13,14)** |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.• Use some explicit and limited implicit information to support emerging inferences or analyses.• Partially summarize central ideas and some key events.• Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.• Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity.• Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.• Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.• Interpret the meaning of some common figurative language.  | • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.• Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases.• Accurately summarize central ideas and key events.• With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.• Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.• With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.• With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity. | • Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts.• Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases.• Consistently and accurately summarize central ideas and key events.• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.• Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.• Consistently evaluate text structures across highly complex texts. |

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| **Grade 5 Writing (Target(s) 1,2,3,4,5,6,7,8,9,10)** |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft.• Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author’s craft.• Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion.• Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion.• Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.• Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion.• With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.• Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).• Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing. | • Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a conclusion.• Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author’s craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research.• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.• Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion.• Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.• Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.• Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience.• Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.• Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).• Use the tools of technology (including the Internet) to produce and publish writing. | • Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a strong conclusion.• Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research.• Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.• Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion.• Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience.• Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion.• Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.• Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).• Effectively use the tools of technology (including the Internet) to produce and publish writing. |

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| **Grade 5 Listening (Target(s) 4)** |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback). | • Interpret and use information delivered orally or audio-visually. | • Begin to critically interpret and use information delivered orally or audio-visually. |

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| **Grade 5 Research (Target(s) 1,2,3,4)** |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Begin to conduct simple, short research projects with some guidance.• With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources.• With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.• With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably. | • Conduct short research projects.• Locate information to support central ideas and subtopics; select and integrate information from multiple sources.• Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.• Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably. | • Begin to critically and effectively conduct short research projects with some guidance.• Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.• Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.• Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably. |