 **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. |