



# REGIONAL SCHOOL DISTRICT 13

## Grade 5 Literacy Rubric

	4 Meeting	3 Approaching	2 Developing	1 Beginning
<b>SL5.1</b> <b>Engages effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly</b>	<p>With peers and adults, follows agreed upon rules and carries out assigned roles for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> <li>Comes to the discussion prepared</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained</li> </ol>	<p>With peers and adults, follows <b>two</b> agreed upon rules and carries out assigned roles for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> <li>Comes to the discussion prepared</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and</li> </ol>	<p>With peers and adults, follows <b>one</b> agreed upon rules and carries out assigned roles for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> <li>Comes to the discussion prepared</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and</li> </ol>	<p>Learner <b>requires support</b> when working with peers and adults, following agreed upon rules and carries out assigned roles for discussion by entering the conversation in a respectful way, listening to others with care while speaking about the topic and</p> <ol style="list-style-type: none"> <li>Comes to the discussion prepared</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light</li> </ol>

	from the discussions.	knowledge gained from the discussions.	knowledge gained from the discussions.	of information and knowledge gained from the discussions.
<b>Literacy - Reading</b>				
<b>RF.5.4. Reads with sufficient accuracy and fluency to support grade level comprehension</b>	Reads grade level text	Reads text approaching grade level	Reads text below grade level	Does not yet read grade level texts
<b>RF5.3 Knows and applies grade level phonics and word analysis skills in decoding words</b>	Independently uses combined knowledge of letter sound correspondence, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context	Knows but does not consistently and independently use combined knowledge of letter sound correspondence, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context	Knows but does not consistently and independently use combined knowledge of letter sound correspondence and needs <b>support with</b> syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context	<b>With support uses</b> combined knowledge of letter sound correspondence, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context
<b>RL.5.2 Determine the theme and key details in various texts</b>	Independently and consistently determines the theme of a text, its key details in various literature (story, drama or poem)	Independently but inconsistently determines the theme of a text, and its key details in various literature (story, drama or poem)	<b>Can identify key details but needs support</b> to determine the theme in various literature (story, drama or poem)	<b>With support</b> can identify key details in various literature (story, drama or poem)
<b>RL5.2 Summarizes literary text</b>	Independently and consistently summarizes various literature (story, drama or poem)	Independently but inconsistently summarizes various literature (story, drama or poem)	Independently can determine events and key details but needs support to summarize various literature (story, drama or	With support can identify events and key details of various literature (story, drama or poem)

			poem)	
<b>RL.5.9</b> <b>Compare and contrasts similar themes/topics in a stories of the same genre</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics	Compare and contrast most but not all of the stories in the same genre on their approaches to similar themes and topics	Compare and contrast some but not all of the stories in the same genre on their approaches to similar themes and topics	Does not yet compare and contrast stories in the same genre
<b>RI.5.2</b> <b>Determine two or more main ideas in a text and explain how they are supported by key details, summarize the text</b>	Independently and consistently determines two or more main ideas in a text, explains how they are supported by key details and summarizes the text	Independently <b>but inconsistently</b> determines two or more main ideas in a text and explain how they are supported by key details and summarizes the text	<b>Inconsistently and with additional prompting and support</b> determines two or more main ideas in a text and explain how they are supported by key details	<b>With support</b> , determines two or more main ideas in a text
<b>RI.5.9</b> <b>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</b>	Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably	Integrates information from two texts on the same topic in order to write or speak about the subject	Identifies appropriate information from one text on one topic but unable to integrate information in order to write or speak about the topic	Does not yet identify key information from text
<b>RI.5.8</b> <b>Explain how an author uses reasons and evidence to support particular points in a text</b>	Explains how an author uses reasons and evidence to support particular points in a text and is able to identify which reasons and evidence support which point(s)	Explains how an author uses reasons and evidence to support particular points in a text but unable to identify which reasons and evidence support which point(s)	Explains how an author uses some reasons and evidence to support particular points in a text but unable to identify which reasons and evidence support which point(s)	Does not yet identify reasons and evidence that support key points in a text
<b>Literacy - Writing</b>				
<b>L5.1</b> <b>Applies the conventions of English grammar in oral and written</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or	<b>Mostly</b> , demonstrates command of the conventions of standard English grammar and	<b>Partially</b> , demonstrates command of the conventions of standard English grammar and	<b>With support, uses</b> conventions of standard English grammar and usage when writing or

<p><b>communication</b></p>	<p>speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
<p><b>W.5.3</b> <b>Writes narratives using effective technique, descriptive details, and clear event sequences</b></p>	<p>Writes well developed and clear pieces that include all of the standard elements for narrative writing</p>	<p>Writes developed pieces that includes most of the standard elements for narrative writing</p>	<p>Writes somewhat developed pieces that include some of the necessary elements of narrative writing</p>	<p>Does not yet write narrative stories that include the necessary elements. Writing may be unclear</p>
<p><b>W.5.2</b> <b>Writes informative /explanatory texts to examine a topic and convey ideas and information clearly</b></p>	<p>Writes well developed and clear pieces that include all of the standard elements for informative/explanatory writing</p>	<p>Writes developed pieces that includes most of the standard elements for informative/explanatory writing</p>	<p>Writes somewhat developed pieces that include some of the necessary elements of informative/explanatory writing</p>	<p>Does not yet write informative/explanatory writing that includes the necessary elements. Writing may be unclear</p>

<b>W.5.1</b> <b>Writes opinion pieces on topics or texts, supporting a point of view with reasons and evidence</b>	Writes well developed and clear pieces that include all of the standard elements for opinion writing	Writes developed pieces that includes most of the standard elements for opinion writing	Writes somewhat developed pieces that include some of the necessary elements of opinion writing	Does not yet write opinion pieces that include the necessary elements. Writing may be unclear
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