

Grade 5: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics.

The language in bold is taken directly from the CCSS.

Opinion Writing Rubric: Grade 5					
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RI.5.1 W.5.9	Demonstrates a deep understanding of the topic or issue by developing an insightful opinion supported by logical reasons and well-chosen textual evidence	Demonstrates a clear understanding of the topic or issue by developing an opinion supported by logical reasons and textual evidence	Demonstrates a limited understanding of the topic or issue by developing an opinion weakly supported by textual evidence	Does not demonstrate understanding, or shows a limited understanding, of the topic or issue by offering an opinion unsupported by textual evidence
Organization and Purpose¹					
B	W.5.1a	Opinion is introduced, clearly communicated, and the focus is strongly maintained	Opinion is clearly stated, and the focus is mostly maintained	Opinion may be somewhat unclear, or the focus may be insufficiently maintained	Opinion may be confusing or ambiguous; or the focus may drift
C	W.5.1a W.5.1d	Effective or engaging introduction and concluding statement or section	Introduction provides context on the topic or text Concluding statement or section is related to the opinion presented	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or unrelated to the opinion presented
D	W.5.1a	Logical progression of ideas from beginning to end strong connections between and among ideas with some syntactic variety	Creates an organizational structure in which related ideas are grouped to support the writer’s purpose	Uneven progression of ideas from beginning to end; inconsistent or unclear connections between and among ideas	Frequent extraneous ideas may be evident; ideas seem to be randomly ordered or have an unclear progression
E	W.5.1c L.5.6	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	Effectively links opinion and reasons using words, phrases, and clauses	Inconsistently or incorrectly uses transitional strategies and/or little variety in strategies applied	Few or no transitional strategies used
Evidence and Elaboration					
F	W.5.1b	Comprehensive evidence (facts, details, quotations or other information and examples) from the source material is integrated, relevant, and specific	Provides logically ordered reasons that are supported by facts and details from sources.	Opinion is insufficiently supported by reasons, facts, and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague and/or copied	Supporting reasons, facts, and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
G	L.5.6 W.4.4 (partial)	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	Vocabulary is generally appropriate for the audience and purpose	Vocabulary use is uneven or somewhat inappropriate for the audience and purpose	Uses basic vocabulary, and simple or repetitive sentence structure

¹ W.5.4 is reflected in all descriptors.

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H	W.5.4 (partial) L.5.3	Effective, appropriate style enhances content	Voice and tone are appropriate to purpose and audience	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
I	W.5.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	Provides a list of sources that is incomplete, unclear, or inaccurate	No attempt to cite source material
Conventions					
J	L.5.1 L.5.2	Few, if any, errors in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed Adequate use of punctuation, capitalization, and spelling	Frequent errors in usage may obscure meaning Inconsistent use of punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured

Informative/Explanatory Writing Rubric: Grade 5					
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RI.5.1 W.5.9	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus weakly supported by textual evidence	Does not demonstrate understanding, or shows a misunderstanding, of ideas by offering a focus unsupported by textual evidence
Organization and Purpose ²					
B	W.5.2a	Clearly provides a general observation and focus; focus is effectively communicated and strongly maintained	Clearly provides a general observation and focus ; focus is consistently maintained	Focus may be somewhat unclear and/or insufficiently maintained	Focus may be confusing or ambiguous
C	W.5.2a W.5.2d	Effective or engaging introduction and concluding statement or section	Introduction provides context on the topic Concluding statement or section is clearly related to the explanation or information presented	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or off-topic
D	W.5.2.a	Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	Groups related information logically	Uneven progression of ideas from beginning to end; inconsistent or unclear connections between and among ideas	Frequent extraneous ideas may be evident; ideas seem to be randomly ordered or have an unclear progression
E	W.5.2.c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	Effectively links ideas within and across categories of information using words, phrases, and clauses	Inconsistently or incorrectly uses transitional strategies and/or little variety in strategies applied	Few or no transitional strategies used
Evidence and Elaboration					
F	W.5.2b	Effective use of a variety of elaborative techniques; comprehensive evidence (facts, details, quotations or other information and examples) from the source material is integrated, relevant, and specific	Uses some elaborative techniques; develops the topic with facts, definitions, concrete details, quotations, or other information and examples from sources	Weak or uneven use of some elaboration techniques; topic is insufficiently developed with facts and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied; development may consist primarily of source summary	Minimal, if any, use of elaborative techniques; supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied; expression of ideas is vague or confusing
G	W.5.2a		Includes formatting, illustrations, and multimedia when useful to aiding comprehension		

² W.5.4 is reflected in all descriptors.

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H	W.5.2d L.5.6	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	Uses precise language and domain-specific vocabulary to inform about or explain the topic	Uses some grade-appropriate general academic and domain-specific vocabulary	Uses basic vocabulary, and simple or repetitive sentence structure
I	W.5.4 (partial) W.5.3a	Effective, appropriate style enhances content	Voice and tone are appropriate to purpose and audience	Voice and tone are largely appropriate to purpose and audience	Voice and tone are not appropriate to purpose and audience
J	W.5.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	Provides a list of sources that is incomplete, unclear, or inaccurate	No attempt to cite source material
Conventions					
K	L.5.1 L.5.3b	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured
L	L.5.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	

Narrative Writing Rubric: Grade 5					
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Connection					
A	RI.5.1 W.5.9	Connections to source materials enhance the narrative	Connections to source materials contribute to the narrative	Connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative	Connections to source materials are not evident or detract from the narrative
Organization and Purpose ³					
B	W.5.3a	Orients the reader by effectively establishing a situation and introducing a narrator and/or characters	Orients the reader by establishing a situation and introducing a narrator and/or characters	Situation and/or narrator/characters are minimally established	Does not provide needed context; situation and/or characters may be unclear or confusing
C	W.5.3e	Closing is effective and satisfying	Provides a conclusion that follows from the narrated experiences or events	Closing is weak or confusing	Ends abruptly
D	W.5.3a	Natural, cohesive sequence of events from beginning to end	Organizes an event sequence that unfolds naturally	Weak or inconsistent sequence of events	Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident
E	W.5.3c	Consistently uses a variety of transitional strategies to manage the sequence of events	Uses a variety of transitional words, phrases, and clauses to manage the sequence of events	Uses some transitional words and phrases to manage the sequence of events	Sequence of events is confusing; few or no transitional words used
Development and Elaboration					
F		Experiences, characters, setting, and/or events are clearly developed	Experiences, characters, setting, and/or events are adequately developed	Experiences, characters, setting, and/or events are unevenly developed	Experiences, characters, setting, and/or events may be vague, confusing, or lack clarity
G	W.5.3b	Effectively uses narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations	Uses narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations	The use of narrative techniques is evident, but may not develop experiences or events	Use of narrative techniques may be absent, inappropriate, or irrelevant
H	W.5.4 L.5.3a (partial)	Effective use of concrete words and phrases and sensory details clearly advances the purpose of the piece	Uses concrete words and phrases and sensory details to convey experiences and events precisely	Uses some concrete words and phrases and sensory details; details may seem extraneous	Little or no use of sensory details and concrete language; details chosen may confuse or detract from the purpose of the piece
I	W.5.4 L.5.3a (partial)	Effective, appropriate style enhances the narration	Style is appropriate to intended audience and purpose	Style is inconsistent or weak	Style is not appropriate for intended audience and purpose

³ W.5.4 is reflected in all descriptors.

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Conventions					
J	L.5.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage are frequent and severe and often obscure meaning
K	L.5.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and spelling are frequent and severe and often obscure meaning

Informal Checklists

Informal Checklists are available online for download at Curriculum.ELeducation.org.

These checklists are for use when informally assessing speaking and listening activities, the writing process, and when students are reading aloud, and are organized according to the Common Core State Standards addressed. The speaking and listening checklists include a suggested activity that students might be participating in for the checklist to be a useful tool to measure student progress. Teaching notes in module lessons also suggest when these checklists might be used. Use your assessment to guide students in where and how they can improve.

Consider having students create a folder to store their informal checklists, keeping them organized and giving them easy access to information on how they are progressing across the year.

To assess student progress, prepare one checklist for each student. Place a check mark in the appropriate column using the following key:

1 = Beginning 2 = Developing 3 = Proficient 4 = Advanced

Contents

Grade	Checklist	Standard(s)
5	Reading Fluency Checklist: <i>Students read a short, unfamiliar, on-level passage of text aloud.</i>	RF.5.4a, RF.5.4b, RF.5.4c
5	Writing Record Checklist: <i>A checklist to track the different kinds of writing students complete across the year</i>	W.5.10
5	Writing Process Checklist: <i>Students plan, draft, revise, and edit their writing.</i>	W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, L.5.1d, L.5.2a, L.5.2b, L.5.2c, L.5.2d, L.5.2e, L.5.3a, L.5.6
5	Collaborative Discussion Checklist: <i>Students participate in a collaborative discussion on grade 5 topics and texts.</i>	SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.6, L.5.1b, L.5.1c, L.5.1d, L.5.1e, L.5.3a, L.5.3b, L.5.6
5	Presentation of Knowledge and Ideas Checklist: <i>Students orally report on a topic or text, or present an opinion.</i>	SL.5.4, SL.5.5, SL.5.6
5	Speaking and Listening Comprehension Checklist I: <i>Students listen to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i>	SL.5.2
5	Speaking and Listening Comprehension Checklist II: <i>Students summarize the points a speaker makes.</i>	SL.5.3

Reading Fluency Checklist

This informal assessment centers on CCSS ELA **RF.5.4**. In this assessment, a student reads a short, unfamiliar passage aloud to demonstrate sufficient accuracy and fluency. Choose an on-level text for the student to read aloud. Time the student as he or she reads the text aloud, noting any miscues and self-corrections as he or she reads.

CCSS Assessed:

RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Name:		Grade: Date:				
CCSS	Fluency	4	3	2	1	
RF.4a	Reads on-level text with purpose and understanding.					
RF.4b	Reads with 99–100% accuracy.					
RF.4c	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.					
RF.4b	Reads at a rate that is appropriate for the piece.					
RF.4b	Reading flows smoothly, without many breaks.					
RF.4b	Reads groups of related words and phrases together.					
RF.4b	Notifies and reads punctuation (e.g., pauses after a comma; questions sound like questions).					
RF.4b	(For prose or poetry) Tone expresses the author's meaning (e.g., surprise, grief, anger, joy, etc.).					
RF.4b	(For prose or poetry) Facial expressions and body language match expression in 0voice.					

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Writing Record Checklist (Grades 3–5)

This checklist tracks the different kinds of writing students complete across the year in order to show their progress toward W.10. It is suggested that each student have a folder in which to store informal checklists. Student progress can then quickly be seen across the year.

Consider having students create a folder to store their informal checklists, keeping them organized and giving them easy access to information on how they are progressing across the year.

Refer to the following key to complete the checklist:

Column	Abbreviations
Short or Extended Time Frame <i>How long did this piece take to write?</i>	S = Short (a day or two) E = Extended (several days or several weeks)
Writing Type <i>What kind of writing is this?</i>	I/E = Informative/Explanatory O = Opinion N = Narrative
Subject <i>What type of content was written about?</i>	S = Science SS = Social Studies M = Mathematics ELA = English Language Arts O = Other
Audience <i>Who will read this piece? Who was the intended audience?</i>	parents peers (classmates or students the same age) younger students teacher community other

Writing Process Checklist (Grade 5)

CCSS Assessed:

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1d	Recognize and correct inappropriate shifts in verb tense.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2a	Use punctuation to separate items in a series.
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

Student Name:		Grade 5:					Notes
		Date:					
CCSS	Criteria	4	3	2	1		
	Planning						
W.5.5	With guidance and support from peers and adults, makes a plan for writing.						
W.5.8	Recalls relevant information from experiences or gathers relevant information from print and digital sources in preparation for writing.						
W.5.8	Provides a list of sources.						
W.5.9	Draws evidence from literary or informational texts to support analysis, reflection, and research.						
	Drafting	4	3	2	1		
W.5.6	Demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.						
W.5.6	With some guidance and support from adults, uses technology to produce writing.						
W.5.6	Uses technology, including the Internet, to interact and collaborate with others on a writing project.						
L.5.6	Accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.						
	Revising	4	3	2	1		
L.5.3a W.5.4	Expands, combines, and reduces sentences for meaning, reader/listener interest, and style.						
W.5.5	Strengthens writing based on peer and teacher feedback.						
W.5.5	Strengthens writing by trying a new approach.						
L.5.1d	Recognizes and corrects inappropriate shifts in verb tense.						
L.5.2a	Uses punctuation to separate items in a series.						
L.5.2e	Consults references (dictionary/thesaurus) as needed.						

	Editing				
	4	3	2	1	
L.5.2b	Uses a comma to separate an introductory element from the rest of the sentence.				
L.5.2c	Uses a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.				
L.5.2d	Uses underlining, quotation marks, or italics to indicate titles of works.				
L.5.2e	Spells grade-appropriate words correctly.				
W.5.6	With some guidance and support from adults, uses technology to publish writing.				

Collaborative Discussion Checklist

This informal assessment centers on CCSS ELA **SL.5.1, SL.5.6, L.5.1, L.5.3, and L.5.6**. In this assessment, students participate in a collaborative discussion on grade 5 topics and texts. Choose a topic or text and pose a question for students to discuss. Allow students to review any notes and/or texts before the discussion. As students engage in the discussion, use the checklists on the following pages to assess students' ability to build on others' ideas and express their own ideas clearly. Remove columns from the checklist as necessary, based on what standards are being assessed.

CCSS Assessed:

SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1b	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1d	Recognize and correct inappropriate shifts in verb tense.
L.5.1e	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3b	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

Student Name:		Grade 5:				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
	Comprehension and Collaboration					
SL.5.1a	Comes to discussions prepared, having read or studied required material.					
SL.5.1a	Explicitly draws on that preparation and other information known about the topic to explore ideas under discussion.					
SL.5.1b	Follows agreed-upon rules for discussions and carries out assigned roles.					
SL.5.1c	Poses and responds to specific questions by making comments that contribute to the discussion.					
SL.5.1c	Elaborates on the remarks of others.					
SL.5.1d	Reviews the key ideas expressed.					
SL.5.1d	Draws conclusions in light of information and knowledge gained from the discussions.					

Conventions and Language Use								
SL.5.6	Adapts speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.							
L.5.1 L.5.3	Demonstrates command of the conventions of standard English grammar and usage, and uses knowledge of language and its conventions when speaking and listening.							
L.5.1b	Forms and uses the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.							
L.5.1c	Uses verb tense to convey various times, sequences, states, and conditions.							
L.5.1d	Corrects inappropriate shifts in verb tense.							
L.5.1e	Uses correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).							
L.5.3a	Expands, combines, and reduces sentences for meaning, listener interest, and style.							
L.5.6	Accurately uses grade-appropriate general academic and domain-specific words and phrases.							
L.5.6	Accurately uses words and phrases that signal contrast, addition, and other logical relationships.							

Presentation of Knowledge and Ideas Checklist

This informal assessment centers on CCSS ELA **SL.5.4**, **SL.5.5**, and **SL.5.6**. In this assessment, students orally report on a topic or text, or present an opinion. As each student presents, use the checklist to assess that student's ability to present knowledge and ideas effectively. Remove rows from the checklist as necessary, based on what standards are being assessed.

CCSS Assessed:

SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Student Name:		Grade 5:					Notes
		Date:					
CCSS	Criteria	4	3	2	1		
	Presentation of Knowledge and Ideas						
SL.5.4	Reports on a topic or text or presents an opinion, sequencing ideas logically.						
SL.5.4	Uses appropriate facts and relevant, descriptive details to support main ideas or themes.						
SL.5.4	Speaks clearly at an understandable pace.						
SL.5.5	Includes multimedia components and visual displays in presentations when appropriate.						
SL.5.5	Multimedia components and visual displays enhance the development of main ideas or themes.						
SL.5.6	Adapts speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.						

Speaking and Listening Comprehension Checklist I (Grade 5)

This informal assessment centers on CCSS ELA **SL.5.2**. In this assessment, students listen to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Choose a text or other format related to the topic of study. Have students listen/watch the text/media twice—first to determine the gist and a second time to take notes. Then invite students to respond to the following prompt:

Summarize the information you heard and/or saw. Be sure to include specific details that support the main idea in your response.

CCSS Assessed:

SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Student Name:		Grade 5:					Notes
		Date:					
CCSS	Criteria	4	3	2	1		
	Speaking and Listening Comprehension						
SL.5.2	Summarizes the text read aloud or information presented.						
SL.5.2	Identifies the main idea(s) of the text or information presented.						
SL.5.2	Explains how the main idea(s) is supported by key details from the text or information presented.						

Speaking and Listening Comprehension Checklist II (Grade 5)

This informal assessment centers on CCSS ELA **SL.5.3**. In this assessment, students summarize the points a speaker makes. Choose a speaker to present on the topic of study. Have students listen and take notes as the speaker presents. Then invite students to respond to the following prompt:

Summarize the points the speaker made in his or her presentation. Explain how each claim is supported by reasons and evidence. Be sure to include specific details from the presentation in your response.

CCSS Assessed:

SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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Student Name:		Grade 5:				
		Date:				
CCSS	Criteria	4	3	2	1	Notes
		Speaking and Listening Comprehension				
SL.5.3	Summarizes the points a speaker makes.					
SL.5.3	Identifies the claim(s) a speaker provides to support his or her points.					
SL.5.3	Explains how each claim is supported by reasons and evidence.					

Grade 5: Phonics and Word Recognition Checklist

Reading Foundational Skills: Phonics and Word Recognition Checklist

These assessments center on CCSS ELA **RF.3**. Teaching Notes in module lessons suggest when this checklist might be used. Use your assessment to guide students in where and how they can improve.

In Grade 5, the basic assessment has two parts. In Part I of the assessment, a student reads a short, unfamiliar passage aloud to demonstrate proficient phonics and word analysis skills in decoding in context. In Part II, a student reads from a word list to demonstrate proficient phonics and word analysis skills out of context.

Note: Because students read an unfamiliar passage aloud in Part I of the assessment, consider using this opportunity to assess reading fluency (**RF.4**) at the same time, using the Grade 5: Reading Fluency Checklist.

If, during this assessment, it is evident that students are unable to meet the grade-level expectations and require additional support with learning to read, consider using and/or adapting EL Education's K–2 Reading Foundations Skills Block. Begin by determining a student's micro-phase ("early," "middle," or "late" within a phase; e.g., Consolidated Alphabetic) based on assessment results (for details, see Benchmark: Teacher Administration Guidance and Student Scoring sheets in the K–2 Skills Block Resource Manual). Then use the Assessment Conversion chart document (see the K–2 Skills Block Resource Manual) to identify cycles of lessons within the K–2 continuum that best meet the specific needs of a student or group of students for differentiated small group instruction.

Consider having students create a folder to store checklists. This will keep the checklists organized and offer easy access to information as students progress throughout the year.

To assess students' progress, prepare one checklist and materials indicated for each student. Write the student's score in the appropriate box using the following key:

- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Advanced

Contents (Grades 3–5)

Grade	Checklist	Standard(s)
5	Phonics and Word Recognition Recording Form: <i>Teachers use this to track individual students' progress in phonics and word recognition skills.</i>	RF.5.3
5	Phonics and Word Recognition Checklist, Part I: <i>Students read a short, unfamiliar passage aloud to demonstrate proficient phonics and word analysis skills in decoding in context.</i>	RF.5.3a
5	Phonics and Word Recognition Checklist, Part II: <i>Students read from a word list to demonstrate proficient phonics and word analysis skills out of context.</i>	RF.5.3a

26 **Reading Foundational Skills Assessment: Phonics and Word Recognition Recording Form**

Student Name:		Grade 5				
		Date:				
CCSS	Criteria	In Context	Out of Context	Rate	Notes	
	Date					
RF.5.3a	Decode words with common roots and affixes.					
RF.5.3a	Decode unfamiliar multisyllable words.					

Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I (Grade 5)

Part I:

Before the assessment, prepare the included passage for the student's grade level, the teacher's version of the passage, and the corresponding checklist.

Alternatively, you may choose to substitute your own text for the student to read aloud. If selecting a new text, identify the following types of words in the text, recording them in the corresponding row on the checklist:

- Words with common roots and affixes (see Grade 5 Affix List in Module 1, Unit 1, Lesson 4)
- Multisyllabic words with closed, vowel-consonant-e, open, consonant-l-e, r-controlled, and vowel digraph/diphthong syllable

Invite the student to read the text aloud. During the oral reading, use the teacher's version of the passage to note any miscues and self-corrections as the student reads. If the student pauses at an unknown word, or if the student attempts the word but is clearly struggling, allow three seconds before providing the word and prompting the student to continue. Use the words and criteria on the checklist to analyze and assess the student's phonics and word analysis skills in context.

CCSS Assessed:

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Grade 5: Phonics and Word Recognition Checklist

RF.5.3a	Multisyllabic words from the text:	Yes	No
	Enough		
	Fortune		
	Bundle		
	Turnips		
	Tomorrow		
	Together		
	Somehow		
	Deceive		
	Farther		
	Suppose		
	Chimney		

Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I

Teacher Passage

Directions: As the student reads aloud, note any miscues and self-corrections, paying particular attention to the words in bold. Refer to the words in bold when you use the checklist to assess the student’s ability to decode different types of words in context.

The Story of the Three Little Pigs

by Unknown; 910L

Once upon a time there was an old Sow with three little Pigs, and as she had not **enough** to keep them, she sent them out to seek their **fortune**.

The first that went off met a Man with a **bundle** of straw, and said to him, “Please, Man, give me that straw to build me a house”; which the Man did, and the little Pig built a house with it. **Presently** came along a Wolf, and **knocked** at the door, and said, “Little Pig, little Pig, let me come in.”

To which the Pig answered, “No, no, by the hair of my chinny chin chin.”

“Then I’ll huff and I’ll puff, and I’ll blow your house in!” said the Wolf. So he huffed and he puffed, and he blew his house in, and ate up the little Pig.

The second Pig met a Man with a bundle of sticks, and said, “Please, Man, give me that sticks to build a house”; which the Man did, and the Pig built his house.

Then along came the Wolf and said, “Little Pig, little Pig, let me come in.”

“No, no, by the hair of my chinny chin chin.”

“Then I’ll puff and I’ll huff, and I’ll blow your house in!” So he huffed and he puffed, and he puffed and he huffed, and at last he blew the house down, and ate up the second little Pig.

The third little Pig met a Man with a load of bricks, and said, “Please, Man, give me those bricks to build a house with”; so the Man gave him the bricks, and he built his house with them. So the Wolf came, as he did to the other little Pigs, and said, “Little Pig, little Pig, let me come in.”

“No, no, by the hair of my chinny chin chin.”

“Then I’ll huff and I’ll puff, and I’ll blow your house in.”

Well, he huffed and he puffed, and he huffed and he puffed, and he puffed and he huffed; but he could not get the house down. When he found that he could not, with all his huffing and puffing, blow the house down, he said, “Little Pig, I know where there is a nice field of **turnips**.”

“Where?” said the little Pig.

“Oh, in Mr. Smith’s home-field; and if you will be ready **tomorrow** morning, I will call for you, and we will go **together** and get some for dinner.”

“Very well,” said the little Pig, “I will be ready. What time will you go?”

“Oh, at six o’clock.”

Well, the little Pig got up at five, and got the turnips and was home again before six. When the Wolf came he said, “Little Pig, are you ready?”

“Ready!” said the little Pig, “I have been and come back again, and got a nice pot-full for dinner.”

The Wolf felt very angry at this, but thought that he would be up to the little Pig **somehow** or other; so he said, “Little Pig, I know where there is a nice apple tree.”

“Where?” said the Pig.

“Down at Merry-garden,” **replied** the Wolf; “and if you will not **deceive** me I will come for you, at five o’clock tomorrow, and we will go together and get some apples.”

Well, the little Pig woke at four the next morning, and **bustled** up, and went off for the apples, hoping to get back before the Wolf came; but he had **farther** to go, and had to climb the tree, so that just as he was coming down from it, he saw the Wolf coming, which, as you may **suppose**, **frightened** him very much. When the Wolf came up he said, “Little Pig, what! are you here before me? Are they nice apples?”

“Yes, very,” said the little Pig; “I will throw you down one.” And he threw it so far that, while the Wolf was gone to pick it up, the little Pig jumped down and ran home.

Then the Wolf was very angry **indeed**, and **declared** he *would* eat up the little Pig, and that he would get down the **chimney** after him.

When the little Pig saw what he was about, he hung a pot full of water, and made up a blazing fire, and, just as the Wolf was coming down, took off the cover of the pot, and in fell the Wolf. And the little Pig put on the cover again in an **instant**, **boiled** him up, and ate him for supper, and lived happy ever after.

Adapted from Unknown. *The Story of the Three Little Pigs*. New York: Frederick Warne and Co., Project Gutenberg, 2006. Web. Accessed on Jul 29, 2016.

<<http://www.gutenberg.org/files/18155/18155-h/18155-h.htm>>

Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part I

Student Passage

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Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part II

Part II:

Invite the student to read the word list aloud, noting any miscues or self-corrections as he or she reads the corresponding checklist. If the student pauses at an unknown word, or if the student attempts the word but is clearly struggling, allow three seconds before providing the word and prompting the student to continue. For additional information on rate and ease of decoding, time the student's reading.

CCSS Assessed:

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part II

Student Name:		Grade 5	
Part II: Phonics and Word Recognition Out of Context			Date:
CCSS	Word List	Decodes word	Notes (observations, miscues)
RF.5.3a (prefix)	nonexistent	Yes	No
	indirect		
	enclose		
	import		
	overboard		
	empower		
	underneath		
	transfix		
	international		
	superior		
	nonfiction		
	incomplete		
	entrust		
	imbed		
	overthrow		
	embody		
	understand		
	interject		

RF.5.3a (suffix)	collectible				
	beauty				
	poetic				
	memorize				
	furious				
	infinity				
	dependent				
	important				
	reversible				
	mighty				
	metallic				
	reorganize				
	diversity				
	disinfectant				
RF.5.3a (Latin roots)	vacation				
	aspect				
	benefit				
	describe				
	privacy				
	expect				
	subscribe				

Grade 5: Phonics and Word Recognition Checklist

dehydrate	RF.5.3a (Greek roots)							
geographer								
diameter								
ecology								
microwave								
chronology								
thermometer								
enables	RF.5.3a (multisyllable words)							
impulsive								
recently								
typically								

Reading Foundational Skills Assessment: Phonics and Word Recognition Checklist, Part II

Student Wordlist

nonexistent	important
indirect	reversible
enclose	mighty
import	metallic
overboard	reorganize
empower	diversity
underneath	disinfectant
transfix	vacation
international	aspect
superior	benefit
nonfiction	describe
incomplete	privacy
entrust	expect
imbed	subscribe
overthrow	dehydrate
embody	geographer
understand	diameter
interject	ecology
collectible	microwave
beauty	chronology
poetic	thermometer
memorize	enables
furious	impulsive
infinity	recently
dependent	typically