

## Reading Rubrics: Grade 5

**Rubric assumes an increasing level of skill applications between grade levels.**

WORD IDENTIFICATION and VOCABULARY	
5WRDVOC Student decodes and comprehends words in text.	
Grade 5	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5   In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>a. decode regularly spelled, multi-syllabic words (e.g. courageous, experienced, bewildered, etc.) using...                             <ul style="list-style-type: none"> <li>• phonics (e.g. diagraphs, blends, letter sound relationships).</li> <li>• word structure (e.g. root or base words, prefixes, suffixes, abbreviations).</li> <li>• language structure (e.g. word order, grammar).</li> </ul> </li> <li>b. identify relationships among words (e.g. synonyms, antonyms, homophones, and homographs) and identify shades of meaning (e.g. hot, warm, tepid).</li> <li>c. obtain information using text features (e.g. bolded or italicized text, pictures, illustrations) and text structures, (e.g. cause and effect, question/answer, description, etc.)</li> <li>d. self-monitor and self-correct while reading (e.g. sounding out words, adjusting reading pace, rereading difficult or relevant material).</li> <li>e. comprehend and apply vocabulary words.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5   The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• decodes regularly spelled two syllable words. (e.g. pattern, hollow, middle, etc.)                             <ul style="list-style-type: none"> <li>○ phonics (e.g. letter sound relationships)</li> <li>○ word structure (e.g. base words, common prefixes and suffixes)</li> <li>○ language structure (e.g. word order, grammar).</li> </ul> </li> <li>• identifies relationships among words (i.e. synonyms, antonyms, and homophones).</li> <li>• obtains information using text features (i.e. bolded or italicized text, pictures, and illustrations).</li> <li>• corrects reading with teacher prompt.</li> <li>• identifies vocabulary words in text.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
	Level 1.5   The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>
	Level 0.5   With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>

<b>COMPREHENSION</b>		
<b>5C:LITINF Student comprehends literal or inferred meaning from text.</b>		
<b>Grade 5</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. locate information explicitly stated in narrative and informational text to answer literal comprehension questions.</li> <li>b. comprehend literal and inferred meaning from text.</li> <li>c. use a variety of strategies to monitor own reading and recognize when comprehension has broken down (e.g. by making connections (i.e. self, text, and the world), rereading, questioning, inferring, predicting (e.g. confirming or disconfirming), visualizing, synthesizing).</li> <li>d. comprehend meaning and use of literary elements and devices (i.e. dialogue, rhyme, alliteration, personification, metaphor and simile).</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• locate information explicitly stated in narrative and informational text when page number is provided.</li> <li>• comprehends literal meaning from text.</li> <li>• uses basic strategies to monitor own reading (e.g. makes connections, questions, predicts, and visualizes).</li> <li>• identifies literary elements and devices.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>COMPREHENSION</b>		
<b>5C:AC&amp;S Student analyzes content and structure of genres.</b>		
<b>Grade 5</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. identify, explain, compare and contrast the characteristics of the four major genres of fiction (i.e. short story, drama (plays), novel, and poetry).</li> <li>b. identify and explain the characteristics of fiction and non-fiction.</li> <li>c. identify and describe plot, main characters, point of view, and setting in fiction.</li> <li>d. compare and contrast plot, setting and characters in different stories across a variety of works by a variety of authors on a single topic.</li> <li>e. connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures.</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• identifies major genres of fiction (i.e. short story, drama (plays), novel, and poetry).</li> <li>• identifies fiction and non-fiction.</li> <li>• identifies the plot, main characters, and setting in fiction.</li> <li>• compare and contrast plot, setting and characters across two works on the same topic (e.g. tall tales).</li> <li>• identifies cultural influences in text.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>COMPREHENSION</b>		
<b>5C:A&amp;R Student analyzes content and responds to text.</b>		
<b>Grade 5</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. restate (non-fiction) and summarize (fiction) information, in correct sequence, in oral and written forms.</li> <li>b. express own opinion about material read and supports with evidence from text.</li> <li>c. draw conclusions and support with evidence from text, orally and in writing, to...                             <ul style="list-style-type: none"> <li>• identify character motivation.</li> <li>• compare and contrast plot, setting, and character within or between texts.</li> <li>• identify cause and effect.</li> <li>• determine fact from opinion.</li> </ul> </li> <li>d. respond using details from text to identify:                             <ul style="list-style-type: none"> <li>• main idea and author’s purpose (e.g. helping others brings great rewards).</li> <li>• theme (e.g. journeys, heroes, etc.).</li> <li>• purpose (e.g. to inform, entertain, etc.)</li> </ul> </li> <li>e. identify sequence of steps and follow written, multi-step directions to complete a task independently.</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• restates and summarizes information in oral and written forms, with inaccuracies.</li> <li>• expresses own opinion about material read.</li> <li>• draws conclusions from text to...                             <ul style="list-style-type: none"> <li>○ identify cause and effect</li> <li>○ identify plot, main character, and setting</li> <li>○ identify fact from opinion</li> <li>○ compare and contrast characters within text.</li> </ul> </li> <li>• generalizes...                             <ul style="list-style-type: none"> <li>○ main idea (e.g. mushing as a business).</li> <li>○ purpose.</li> </ul> </li> <li>• identifies multi-step directions.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
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<b>Fluency</b>	
<b>5FLUENCY Student uses punctuation and print conventions to read aloud fluently.</b>	
<b>Grade 5</b>	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5   In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>While reading aloud, student will:</b></p> <ul style="list-style-type: none"> <li>a. read orally with rhythm, flow and expression to convey meaning. (e.g. 3-4 word phrases, adjust reading pace and intonation)</li> <li>b. demonstrate understanding of punctuation (e.g. periods, question marks, exclamation marks, quotation marks, commas) and other conventions of print (e.g. bold, italics, size of print, etc.)</li> <li>c. reads at least 128-151 WPM.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5   The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• reads with irregular rhythm, flow and expression. (e.g. 2 word phrases)</li> <li>• reads at least 100-127 WPM.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
	Level 1.5   The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>
	Level 0.5   With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>

<b>POSITIVE ATTITUDES AND BEHAVIORS TOWARD READING</b>		
<b>5POSATTD Student chooses to read a variety of print formats for a sustained time.</b>		
<b>Grade 5</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. read independently for 40+ minutes.</li> <li>b. read self-selected and assigned texts.</li> <li>c. participate in book discussion groups with peers.</li> <li>d. listen attentively and respond appropriately during read-aloud.</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• reads independently for less than 40 minutes.</li> <li>• reads assigned texts.</li> <li>• participates, when called upon, in book discussion groups with peers.</li> <li>• listens during read-aloud.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
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<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	