Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Language				
	Level 1: Emerging Learner	**Level 2:** Developing Learner	**Level 3:** Proficient Learner	**Level 4:** Distinguished Learner
Conventions of Standard English	Demonstrates a limited command of the conventions of Standard English grammar and usage when writing or speaking by producing writing with errors that hinder comprehension. - *Uses conjunctions, prepositions, and interjections.* - *Uses verb tenses.*	Demonstrates a basic command of the conventions of Standard English grammar and usage when writing or speaking by producing writing with some errors that may hinder comprehension. - *Explains the function of conjunctions, prepositions, and interjections in general.* - *Uses the perfect verb tenses.* - *Uses verb tense to convey various times.* - *Recognizes inappropriate shifts in verb tense.*	Demonstrates a strong command of the conventions of Standard English grammar and usage when writing or speaking by producing writing with occasional errors that do not significantly hinder comprehension. - *Explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.* - *Forms and uses the perfect verb tenses.* - *Uses verb tense to convey various times, sequences, states, and conditions.* - *Recognizes and corrects inappropriate shifts in verb tense.* - *Uses correlative conjunctions.*	Demonstrates a confident command of the conventions of Standard English grammar and usage when writing or speaking by producing writing with few errors. - *Explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.* - *Forms and uses the perfect verb tenses.* - *Uses verb tense to convey various times, sequences, states, and conditions.* - *Recognizes and corrects inappropriate shifts in verb tense.* - *Uses correlative conjunctions.*

Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Language			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Demonstrates a limited command of the conventions of Standard English capitalization, punctuation, and spelling by producing writing with errors that hinder comprehension.	Demonstrates a basic command of the conventions of Standard English capitalization, punctuation, and spelling by producing writing with some errors that may hinder comprehension.	Demonstrates a strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing by producing writing with occasional errors that do not significantly hinder comprehension.	Demonstrates a confident command of the conventions of Standard English capitalization, punctuation, and spelling by producing writing with few errors.
- *Uses a comma to set off the words yes and no.* - *Uses capitalization to indicate titles of work.* - *Spells common words correctly.*	- *Recognizes punctuation is used to separate items in a series.* - *Recognizes the introductory element in a sentence.* - *Uses a comma to set off the words yes and no, and to indicate direct address.* - *Uses underlining, quotation marks, or italics to indicate titles of works.* - *Spells common words correctly, consulting references as needed.*	- *Uses punctuation to separate items in a series.* - *Uses a comma to separate an introductory element from the rest of the sentence.* - *Uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.* - *Uses underlining, quotation marks, or italics to indicate titles of works.* - *Spells grade-appropriate words correctly, consulting references as needed.*	- *Uses punctuation to separate items in a series.* - *Uses a comma to separate an introductory element from the rest of the sentence.* - *Uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.* - *Uses underlining, quotation marks, or italics to indicate titles of a variety of works.* - *Spells grade-appropriate words correctly, independently, and consistently.*

Conventions of Standard English

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

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Language			
Level 1: Emerging Learner	**Level 2:** Developing Learner	**Level 3:** Proficient Learner	**Level 4:** Distinguished Learner
Knowledge of Language Exhibits a limited use of language and its conventions. - *Makes revisions to sentences for meaning.* - *Recognizes the varieties of English used in stories.*	Exhibits a basic use of language and its conventions. - *Makes revisions to sentences for meaning, reader/listener interest, and style.* - *Compares or contrasts the varieties of English used in stories.*	Exhibits a competent use of language and its conventions. - *Expands, combines, and reduces sentences for meaning, reader/listener interest, and style.* - *Compares and contrasts the varieties of English used in stories, dramas, or poems.*	Exhibits a skillful and precise use of language and its conventions. - *Expands, combines, and reduces sentences for meaning, demonstrating a strong understanding of reader/listener interest, and style.* - *Compares and contrasts the varieties of English used in stories, dramas, or poems.*

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

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Language			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Determines the meaning of simple unknown and multiple-meaning words. - *Uses context as a clue to the meaning of a simple word.* - *Identifies common, grade-appropriate affixes and roots.* - *Consults reference materials to determine the meaning of common words and phrases.*	Determines or clarifies the meaning of simple unknown and multiple-meaning words and phrases, using limited strategies. - *Uses context as a clue to the meaning of a word or simple phrase.* - *Uses common, grade-appropriate affixes and roots.* - *Consults reference materials to find the pronunciation and determine the meaning of key words and phrases.*	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies. - *Uses context as a clue to the meaning of a word or phrase.* - *Uses common, grade-appropriate affixes and roots as clues to the meaning of a word.* - *Consults reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.*	Determines or clarifies with precision and detail the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. - *Uses context as a clue to the meaning of a challenging word or phrase.* - *Defines common, grade-appropriate affixes and roots as clues to the meaning of a challenging word.* - *Consults reference materials to find the pronunciation and determine or clarify the precise meaning of challenging words and phrases.*

(Row label: Vocabulary Acquisition and Use)

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Language			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Demonstrates a limited understanding of figurative language and word relationships. - *Explains simple figurative language in context.* - *Recognizes the relationship between common words.*	Demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings. - *Explains figurative language, including similes and metaphors, in context.* - *Recognizes the meaning of common adages and proverbs.* - *Recognizes the relationship between common words to better understand each of the words.*	Demonstrates an understanding of figurative language, word relationships, and nuances in word meanings by choosing words that suit the purpose. - *Interprets figurative language, including similes and metaphors, in context.* - *Recognizes and explains the meaning of common idioms, adages, and proverbs.* - *Uses the relationship between particular words to better understand each of the words.*	Demonstrates an in-depth understanding of figurative language, word relationships, and nuances in word meanings by choosing words precisely and purposefully that suit the purpose. - *Interprets sophisticated figurative language, including similes and metaphors, in and out of context.* - *Recognizes and explains the meaning of common, uncommon, and sophisticated idioms, adages, and proverbs.* - *Uses the detonative and connotative relationship between particular words to better understand each of the words.*
Uses grade 5-appropriate conversational and general academic words and phrases.	Uses grade 5-appropriate conversational and general academic words and phrases, including those that signal contrast, addition, and other logical relationships.	Uses grade 5-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Uses grade 5-appropriate conversational, general academic, and domain-specific words and phrases in a precise and nuanced way, including those that signal contrast, addition, and other logical relationships.

Left vertical label: Vocabulary Acquisition and Use

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Literature			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**

Key Ideas and Details

Level 1: Emerging Learner	Level 2: Developing Learner	Level 3: Proficient Learner	Level 4: Distinguished Learner
Refers to details when explaining what the text says explicitly.	Refers to details or quotes when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately and judiciously when explaining and supporting what the text says explicitly and when drawing complex inferences from the text.
Determines a theme of a story; provides a limited summary of the text.	Determines a theme of a story, drama, or poem, including how characters respond to challenges; provides a basic summary of the text.	Determines a theme of a story, drama, or poem from details, including how characters respond to challenges or how the speaker reflects upon a topic; provides a thorough summary of the text.	Determines a theme of a story, drama, or poem from subtle details, including how characters respond to challenges or how the speaker reflects upon a topic; provides a detailed, nuanced, and accurate summary of the text.
Compares and contrasts two characters or settings.	Compares and contrasts two or more characters, settings, or events.	Compares and contrasts two or more characters, settings, or events, drawing on specific details.	Compares and contrasts two or more characters, settings, or events, drawing on specific details and demonstrating a clear understanding of the subtle similarities and differences between them.

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Literature			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Craft and Structure — Determines the meaning of simple words as they are used in a text.	Determines the meaning of words and phrases as they are used in a text, including simple figurative language.	Determines the meaning of words and phrases as they are used in a text, including figurative language.	Determines, with precision and detail, the meaning of words and phrases as they are used in a text, including sophisticated figurative language.
Identifies the overall structure of a story.	Describes the overall structure of a story, drama, or poem.	Explains how parts of a text fit together within the overall structure of a story, drama, or poem.	Provides a detailed and nuanced explanation of how parts of a text fit together within the overall structure of a story, drama, or poem.
Identifies a basic point of view.	Describes a narrator's or speaker's point of view.	Describes how a narrator's or speaker's point of view influences how events are described.	Describes how a narrator's or speaker's point of view influences how events are described through subtle details in the text.

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Literature			
Level 1: Emerging Learner	**Level 2: Developing Learner**	**Level 3: Proficient Learner**	**Level 4: Distinguished Learner**
Integration of Knowledge and Ideas — Identifies the visual and multimedia elements of a text.	Describes and analyzes the visual and multimedia elements of a text.	Analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	Analyzes, through subtle details, how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
Compares and contrasts basic, explicit information between texts in the same genre.	Compares and contrasts texts in the same genre on their approaches to similar topics.	Compares and contrasts texts in the same genre on their approaches to similar themes and topics.	Compares and contrasts texts in the same genre on their approaches to similar themes and topics, supporting with specific details.
Range of Reading and Level of Text Complexity — Reads stories, dramas, and poems at the high end of the Grade 4-5 complexity band with limited comprehension and significant scaffolding.	Reads stories, dramas, and poems at the high end of the Grade 4-5 complexity band with basic comprehension and some scaffolding.	Reads stories, dramas, and poems at the high end of the Grade 4-5 complexity band independently and proficiently with thorough comprehension.	Reads stories, dramas, and poems at the high end of the Grade 4-5 complexity band independently and masterfully with in-depth comprehension.

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Informational Text			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Key Ideas and Details Refers to details from the text when explaining what it says explicitly.	Refers to details or quotes from the text when explaining what it says explicitly and when drawing simple inferences.	Quotes accurately from a text when explaining what it says explicitly and when drawing inferences.	Quotes accurately and judiciously from a text when explaining and supporting what it says explicitly and when drawing inferences.
Identifies a main idea; provides a limited summary of the text.	Determines a main idea and identifies supporting details; provides a basic summary of the text.	Determines two or more main ideas and explains how they are supported by key details; provides a thorough summary of the text.	Determines two or more main ideas and provides a sophisticated explanation of how they are supported by key details; provides a detailed, nuanced, and accurate summary of the text.
Explains the relationships between two or more individuals or events in a text.	Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a text.	Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in text based on specific information.	Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information, demonstrating a clear understanding of the subtleties inherent in these relationships or interactions.

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Informational Text			
Level 1: Emerging Learner	**Level 2:** Developing Learner	**Level 3:** Proficient Learner	**Level 4:** Distinguished Learner
Craft and Structure Determines the meaning of simple words in a text.	Determines the meaning of common general academic words or phrases in a text.	Determines the meaning of general academic and domain-specific words or phrases in a text.	Determines, with precision and detail, the meaning of challenging general academic and domain-specific words or phrases in a text.
Compares and contrasts the structure of information in two texts.	Compares and contrasts the overall structure of events or information in two or more texts.	Compares and contrasts the overall structure of events, ideas, concepts, or information in two or more texts.	Compares and contrasts the overall structure of events, ideas, concepts, or information in two or more texts by providing a detailed and nuanced explanation.
Makes general observations about the similarities and differences explicitly stated in multiple accounts of the same event or topic.	Analyzes multiple accounts of the same event or topic, noting general similarities and differences.	Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the points of view.	Analyzes multiple accounts of the same event or topic, noting important and subtle similarities and differences in the points of view.

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Alabama Achievement Level Descriptors
Grade 5 – Reading/Language Arts

The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Reading - Informational Text			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Integration of Knowledge and Ideas — Locates an answer to a question from print sources using information that is explicitly stated.	Draws from print sources to locate an answer to a question or to solve a problem.	Draws information from multiple print sources in order to locate an answer to a question or to solve a problem.	Draws information from multiple print sources in order to locate an answer to a question or to solve a problem, drawing skillfully and purposefully from the sources.
Identifies the explicit evidence an author uses to support particular points in a text.	Explains how an author uses reasons and evidence to support main points in a text.	Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Explains how an author uses reasons and evidence to support particular points in a text, precisely identifying which reasons and evidence support which point(s).
Identifies similar information in two texts on the same topic.	Compares information from two texts on the same topic.	Integrates information from several texts on the same topic.	Integrates complex information from several texts on the same topic.
Range of Reading and Level of Text Complexity — Reads informational texts at the high end of the Grade 4-5 complexity band with limited comprehension and significant scaffolding.	Reads informational texts at the high end of the Grade 4-5 complexity band with basic comprehension and some scaffolding.	Reads informational texts at the high end of the Grade 4-5 complexity band independently and proficiently with thorough comprehension.	Reads informational texts at the high end of the Grade 4-5 complexity band independently and masterfully with in-depth comprehension.

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Alabama Achievement Level Descriptors
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The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student should be able to demonstrate at each achievement level.

Foundational Skills			
Level 1: **Emerging Learner**	**Level 2:** **Developing Learner**	**Level 3:** **Proficient Learner**	**Level 4:** **Distinguished Learner**
Applies limited phonics and word analysis skills when decoding words. - *Demonstrates a use of letter-sound correspondences and syllabication patterns to read common two-syllable words.*	Applies basic phonics and word analysis skills when decoding words. - *Demonstrates a competent use of letter-sound correspondences, syllabication patterns, and morphology to read common two-syllable words.*	Applies a competent use of phonics and word analysis skills when decoding words. - *Demonstrates a competent use of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately.*	Applies a skillful and precise phonics and word analysis skills when decoding words. - *Demonstrates a competent use of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words, demonstrating a broad vocabulary.*

Row label (vertical): Phonics and Word Recognition

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