



English Language Arts Grade 5 Performance Level Descriptors

Summer 2025

Columbia, SC

South Carolina Department of Education
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Performance Levels and Performance Level Descriptors

For the South Carolina College- and Career-Ready Assessments (SC READY), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in South Carolina’s College- and Career-Ready Standards (SCCCRS). Most students have at least some knowledge of the information described in the content standards; however, performance levels succinctly describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the college- and career-ready standards. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels on SC READY are Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

The general meaning of each of the four levels is provided below:

- The student **does not meet** the expectations of the grade-level content standards.
- The student **approaches** expectations of the grade-level content standards.
- The student **meets** the expectations of the grade-level content standards.
- The student **exceeds** the expectations of the grade-level content standards.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors (PLDs)**. PLDs are descriptions of the knowledge and skills expected at each of the four performance levels and were developed by committees of South Carolina educators. The PLDs are based on the approved 2024 state-adopted ELA content standards.

PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within the student’s performance level as well as all content and skills in any performance levels that precede the student’s own, if any. For example, a student who Meets Expectations should also possess the knowledge and skills described at the Approaches Expectations and Does Not Meet Expectations performance levels.

Standard Expectations: Policies and Ranges

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Policy	The student Does Not Meet Expectations as defined by the grade-level content standards.	The student Approaches Expectations as defined by the grade-level content standards.	The student Meets Expectations as defined by the grade-level content standards.	The student Exceeds Expectations as defined by the grade-level content standards.
Range	The student needs substantial academic support to be on track for college and career readiness.	The student needs additional academic support to be on track for college and career readiness.	The student is prepared to be on track for college and career readiness.	The student is well prepared to be on track for college and career readiness.

Applications of Reading (AOR)

ELA.AOR.1

Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.5.AOR.1.1: Analyze how setting, characters, and conflict impact plot development.	Attempt to analyze how setting, characters, or conflict impact plot development.	Minimally analyze how setting, characters, and/or conflict impact plot development.	Analyze how setting, characters, and conflict impact plot development.	Analyze in depth how setting, characters, and conflict impact plot development.
ELA.5.AOR.1.2: Analyze how figurative language impacts meaning and contributes to the reader's experience.	Attempt to analyze how figurative language impacts meaning or contributes to the reader's experience.	Minimally analyze how figurative language impacts meaning and/or contributes to the reader's experience.	Analyze how figurative language impacts meaning and contributes to the reader's experience.	Analyze in depth how figurative language impacts meaning and contributes to the reader's experience.

ELA.AOR.2

Evaluate and critique the development of themes and central ideas within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.5.AOR.2.1: Explain the development of an explicit or implied theme over the course of a literary text.	Attempt to explain the development of an explicit or implied theme over the course of a literary text.	Minimally explain the development of an explicit or implied theme over the course of a literary text.	Explain the development of an explicit or implied theme over the course of a literary text.	Explain in depth the development of an explicit or implied theme over the course of a literary text.
ELA.5.AOR.2.2: Explain the development of a stated or implied central idea over the course of an informational text.	Attempt to explain the development of a stated or implied central idea over the course of an informational text.	Minimally explain the development of a stated or implied central idea over the course of an informational text.	Explain the development of a stated or implied central idea over the course of an informational text.	Explain in depth the development of a stated or implied central idea over the course of an informational text.

ELA.AOR.3

Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.5.AOR.3.1: a. Explain how the point of view from which a story is narrated influences how events are described; and b. Explain how an author reveals one or more characters’ perspectives in a literary text	a. Attempt to explain how the point of view from which a story is narrated influences how events are described; or b. Attempt to explain how an author reveals a character’s perspective in a literary text.	a. Minimally explain how the point of view from which a story is narrated influences how events are described; and/or b. Minimally explain how an author reveals one or more character’s perspective in a literary text.	a. Explain how the point of view from which a story is narrated influences how events are described; and b. Explain how an author reveals one or more characters’ perspectives in a literary text.	a. Explain in depth how the point of view from which a story is narrated influences how events are described; and b. Explain in depth how an author reveals one or more characters’ perspectives in a literary text.

ELA.AOR.4

Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.5.AOR.4.1: Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.	Attempt to compare or contrast a primary account and a secondary account of the same event or topic, while attempting to identify how the different perspectives impact the content of the text.	Compare or contrast a primary account and a secondary account of the same event or topic, while minimally identifying how the different perspectives impact the content of the text.	Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.	Compare and contrast in depth a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.

ELA.AOR.5

Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.5.AOR.5.1: Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.	Attempt to explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together or provide the overall structure of a narrative, drama, or poem.	Minimally explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.	Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.	Explain in depth how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.
ELA.5.AOR.5.2: Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.	Attempt to compare or contrast how text features or structures contribute to the overall meaning in informational texts.	Compare or contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.	Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.	Compare and contrast in depth how text features and/or structures contribute to the overall meaning in two or more informational texts.
ELA.5.AOR.5.3: Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.	Attempt to determine an author's argument and attempt to trace its development while attempting to identify claims, supporting reasons, or evidence in an informational text.	Determine an author's argument and partially trace its development while identifying claims, supporting reasons, and/or evidence in an informational text.	Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.	Determine an author's argument and trace in depth its development while identifying claims, supporting reasons, and evidence in an informational text.

ELA.AOR.6

Summarize and paraphrase text to support comprehension and understanding.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.5.AOR.6.1: Summarize a text to enhance comprehension:</p> <ul style="list-style-type: none"> a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text. 	<p>Attempt to summarize a text to enhance comprehension. When summarizing, attempt to:</p> <ul style="list-style-type: none"> a. include plot, theme, or relevant key details for a literary text; or b. include a central idea or relevant supporting details for an informational text. 	<p>Partially summarize a text to enhance comprehension. When summarizing, partially:</p> <ul style="list-style-type: none"> a. include plot, theme, and/or relevant key details for a literary text; and/or b. include a central idea and/or relevant supporting details for an informational text. 	<p>Summarize a text to enhance comprehension:</p> <ul style="list-style-type: none"> a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text. 	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.AOR.7

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.5.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases. 	<p>Attempt to determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. attempt to use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; or b. [classroom-based] c. attempt to consult print or digital reference materials to find the pronunciation, part of speech, or to determine or clarify the precise meaning of words and phrases. 	<p>Inconsistently determine the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies.</p> <ul style="list-style-type: none"> a. inconsistently use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; and/or b. [classroom-based] c. inconsistently consult print and digital reference materials to find the pronunciation, part of speech, or to determine the precise meaning of words and phrases. 	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies.</p> <ul style="list-style-type: none"> a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; and b. [classroom-based] c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases. 	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.AOR.8

Analyze word relationships and nuances in word meanings within literary and informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.5.AOR.8.1: Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts:</p> <p>a. recognize and explain the meaning of figurative language, including similes and metaphors, in context; and</p> <p>b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Attempt to determine an author’s use of figurative and technical language in literary, informational, and multimedia texts:</p> <p>a. attempt to recognize or explain the meaning of figurative language, including similes or metaphors, in context; or</p> <p>b. attempt to demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs).</p>	<p>Inconsistently determine an author’s use of figurative and technical language in literary, informational, and multimedia texts:</p> <p>a. inconsistently recognize and minimally explain the meaning of figurative language, including similes or metaphors, in context; and/or</p> <p>b. inconsistently and/or minimally demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts:</p> <p>a. recognize and explain the meaning of figurative language, including similes and metaphors, in context; and</p> <p>b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.AOR.9

Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.5.AOR.9.1: Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.</p>	<p>Attempt to identify or use knowledge of affixes or Greek and Latin roots to determine new or clarify precise meanings of words and phrases in grade-appropriate content.</p>	<p>Inconsistently identify or use knowledge of affixes and/or Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.</p>	<p>Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.</p>	<p>[Meets Expectations is the highest level for this indicator.]</p>

Research (R)

ELA.R.1

Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.5.R.1.1: Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and multimedia sources.	Attempt to conduct short research for inquiry by: a. generating a question about a topic; or b. attempting to consult a few print or multimedia sources.	Conduct short research for inquiry by: a. generating a question about a topic; and/or b. consulting a few print and multimedia sources.	Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and multimedia sources.	[Meets Expectations is the highest level for this indicator.]
ELA.5.R.1.2: Determine the credibility of the source(s) consulted and use the most credible source(s).	Attempt to determine the credibility of the source(s) consulted.	Inconsistently determine the credibility of the source(s) consulted and use the most credible source(s).	Determine the credibility of the source(s) consulted and use the most credible source(s).	[Meets Expectations is the highest level for this indicator.]
ELA.5.R.1.3: Determine which information is relevant to the topic.	Attempt to determine which information is relevant to the topic.	Inconsistently determine which information is relevant to the topic.	Determine which information is relevant to the topic.	[Meets Expectations is the highest level for this indicator.]
ELA.5.R.1.4: Logically group related findings.	Attempt to group related findings.	Partially group related findings.	Logically group related findings.	[Meets Expectations is the highest level for this indicator.]

Written and Oral Communication (C)

ELA.C.1

Write arguments to support claims with clear reasons and relevant evidence.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.5.C.1.1: Write arguments to make a claim about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section. 	<p>Write arguments that attempt to make a claim about a topic. When writing, attempts to:</p> <ul style="list-style-type: none"> a. introduce a topic or make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section. 	<p>Write arguments that minimally make a claim about a topic. When writing, minimally:</p> <ul style="list-style-type: none"> a. introduce a topic or make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section. 	<p>Write arguments to make a claim about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section. 	<p>Write arguments that skillfully make a claim about a topic. When writing, skillfully:</p> <ul style="list-style-type: none"> a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section.

ELA.C.2

Write informative/expository texts to analyze and explain complex ideas and information.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.5.C.2.1: Write informative texts to examine a topic and convey ideas and information clearly. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. provide a concluding statement or section. 	<p>Write informative texts that attempt to examine a topic and convey ideas and information clearly. When writing, attempts to:</p> <ul style="list-style-type: none"> a. introduce a topic or develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use or explain information from a provided source(s); and e. provide a concluding statement or section. 	<p>Write informative texts that minimally examine a topic and convey ideas and information clearly. When writing, minimally:</p> <ul style="list-style-type: none"> a. introduce a topic or develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use or explain information from a provided source(s); and e. provide a concluding statement or section. 	<p>Write informative texts to examine a topic and convey ideas and information clearly. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. provide a concluding statement or section. 	<p>Write informative texts that skillfully examine a topic and convey ideas and information clearly. When writing, skillfully:</p> <ul style="list-style-type: none"> a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. provide a concluding statement or section.

ELA.C.3

Write narratives to develop real or imagined experiences using effective techniques.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.5.C.3.1: Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events. 	<p>Write narratives that attempt to develop real or imagined experiences. When writing, attempts to:</p> <ul style="list-style-type: none"> a. establish a situation or setting; b. introduce a narrator or characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events. 	<p>Write narratives that minimally develop real or imagined experiences. When writing, minimally:</p> <ul style="list-style-type: none"> a. establish a situation or setting; b. introduce a narrator or characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events. 	<p>Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events. 	<p>Write narratives that skillfully develop real or imagined experiences. When writing, skillfully:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events.

ELA.C.4

Demonstrate command of standard English grammar and conventions when writing.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.5.C.4.1: Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; 	<p>Attempt to write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing, attempts to:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; 	<p>Inconsistently write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing, inconsistently:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); 	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); 	<p>[Meets Expectations is the highest level for this indicator.]</p>

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. consult print and multimedia sources to check and correct spelling.	f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. [classroom-based]	g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. [classroom-based]	g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. [classroom-based]	

ELA.C.5

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.5.C.5.1: Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	Attempt to improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	Minimally improve writing by planning, revising, editing, and building on personal ideas or the ideas of others to strengthen writing.	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	[Meets Expectations is the highest level for this indicator.]