**Virginia Standards of Learning Assessment**

**Grade 5 Reading Performance Level Descriptors**

| **Fail/Below Basic** | **Fail/Basic** | **Pass/Proficient** | **Pass/Advanced** |
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| A student performing at this level should be able to:* Define context clues.
* Identify roots, prefixes, or suffixes.
* Define synonym and antonym.
* Recognize that some words are homophones.
* Recognize that some phrases and expressions have literal and figurative meanings.
* Recall the purpose of word-reference materials.
* Recall plot events.
* List literary terms.
* Explain the characteristics of fiction and nonfiction.
* Recognize that texts are told through point(s) of view.
* Recall that authors have specific writing styles.
* Answer literal questions based on direct information.
* Define cause and effect.
* Compare texts by topic.
* Locate text features.
* Show how to skim a text.
* Recognize the topic of a text.
* Recognize that authors use organizational patterns.
* Define fact and opinion.
 | A student performing at this level should be able to:* Identify context for unfamiliar words.
* Identify roots, prefixes, and suffixes.
* Identify synonyms or antonyms.
* Identify homophones.
* Define figurative language.
* Locate information in word-reference materials.
* Sequence plot events.
* Explain literary terms.
* Define genres.
* Define first- and third-person point of view.
* Recall that an author’s writing style is conveyed through specific word choice.
* Answer literal questions or draw conclusions based on direct or indirect information.
* Identify the direct effect of a given cause or the direct cause of a given effect.
* Identify connections within texts.
* Identify text features.
* Skim a text.
* Identify details from a text.
* Recall the purpose of organizing a text.
* Identify words or phrases that signal an author’s organizational pattern.
* Explain the difference between a fact and an opinion.
 | A student performing at this level should be able to:* Use context to gain meaning from unfamiliar or multiple-meaning words.
* Use roots or affixes to expand vocabulary.
* Identify synonyms and antonyms.
* Discriminate between homophones.
* Identify figurative language.
* Apply information from word-reference materials.
* Summarize plot events.
* Explain the impact of setting on plot development.
* Describe a character at different points of a text.
* Identify literary elements.
* Identify genres.
* Differentiate between first- and third-person point of view.
* Identify examples of an author’s craft and style.
* Draw conclusions and make inferences based on textual evidence.
* Identify cause-and-effect relationships.
* Identify connections between texts related by topic or theme.
* Use text features to aid in comprehension.
* Skim text to locate specific information.
* Identify main idea and supporting details.
* Summarize information.
* Identify an organizational pattern or the transitional words or phrases that signal the pattern.

Identify fact and opinion. | A student performing at this level should be able to:* Use context to understand meaning of unfamiliar and multiple-meaning words.
* Apply knowledge of roots and affixes to expand vocabulary.
* Use synonyms and antonyms.
* Discriminate among homophones.
* Analyze figurative language.
* Evaluate and apply information from word-reference materials.
* Summarize plot events in a logical sequence.
* Analyze the relationship between setting and plot development.
* Analyze character development.
* Explain literary elements.
* Explain characteristics of genres.
* Compare first- and third-person point of view.
* Explain how an author’s word choice demonstrates the author’s style.
* Draw multiple conclusions based on textual evidence.
* Describe cause-and-effect relationships.
* Compare and contrast information from texts related by topic or theme.
* Evaluate text features for the purpose of providing or categorizing information.
* Skim text to locate information and develop a general overview of content.
* Summarize information by including the main idea and supporting details.
* Identify an organizational pattern and the transitional words or phrases that signal the pattern.
* Classify information as fact or opinion.
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