**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. |