



| Subject Area and Standard/Indicator Number: NE LA 5.1.6.i | | |
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| Topic: Comprehension | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | <i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> • Construct questions using prior knowledge and information from a grade level text (LA 5.1.6i) • Answer questions using prior knowledge and information to support finding and using explicit evidence (LA 5.1.6i) | <p>Sample Activities:</p> <ul style="list-style-type: none"> • During and after reading a grade level text, write and answer different types of questions (literal, inferential, critical) using explicit evidence. • Uses strategies such as highlighting evidence in the text when answering questions. |
| | <i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: literal, critical, inferential-, evidence, inferences, predictions, and prior knowledge</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Identify question types: (LA 5.1.6k) <ul style="list-style-type: none"> ○ literal (right there) ○ critical (think and search) ○ inferential (author and me) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> • After reading an instructional level passage, answer a predetermined literal, critical and inferential question as it pertains to a given passage. • Teach reading strategies such as highlighting evidence in text when answering questions with guided help. • Identify the type of question being asked as it relates to the passage. |
| | <i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



| Subject Area and Standard/Indicator Number: NE LA 5.1.6a, LA 5.2.2.d, LA 5.3.1.d, LA 5.1.6k | | |
|---|---|---|
| Topic: Comprehension | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | <i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g. beliefs, assumptions, biases) influences text. (LA 5.1.6.a) <ul style="list-style-type: none"> ▪ Students will be able to read at grade level text and determine the author’s purpose and justify their reasoning with evidence from the text. ▪ Students will be able to identify an author’s belief, assumptions, or bias and explain with evidence it’s influences on the text. ● Use precise word choice and domain specific vocabulary to write in a variety of modes. (LA 5.2.2.d) <ul style="list-style-type: none"> ▪ Students will demonstrate the ability to write in a variety of modes using word choice specific to persuading, informing, entertaining, explaining, and describing. ● Convey a perspective with clear reasoning and support. (LA 5.3.1.d) <ul style="list-style-type: none"> ▪ Students will articulate a perspective and support that same perspective with clear and logical reasoning. ● Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. (LA 5.1.6.k) | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● The students analyze a portion of text and identify author’s purpose. ● The students compare and contrast stories/text to demonstrate how the “author” influences the reader’s experience (like <u>The Three Little Pigs</u> with <u>The True Story of the Three Little Pigs</u>) ● Select an appropriate text for a specific need. (Example: select an informational text to gather information on a report.) ● Students will write a paragraph and justify their purpose. ● Focus on PIEED (persuade, inform, entertain, explain, and describe). |
| | <i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: explain, entertain, inform, persuade, describe, perspective, assumptions, bias, information, pleasure, sensory words, sequencing words/phrases, persuasive words/phrases, fact, opinion, fiction, and nonfiction</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Terms in relation to author’s purpose: explain, entertain, inform, persuade, describe ● Terms in relation to author’s perspective: perspective, assumptions, bias ● Terms in relation to selecting text for a particular purpose: information, pleasure ● Terms in relation to author’s purpose/perspective: sensory words, sequencing words/phrases (e.g. first, next, step one, etc.) persuasive words/phrases, fact, opinion, fiction, and nonfiction. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● The students explain the following relationships: narrative is meant to entertain, expository is meant to inform, and “convince/argue” is meant to persuade, “how-to” (recipes, steps, and directions) is meant to explain. ● The students need to distinguish between fact and opinion, fiction and non-fiction. |



South Sioux City Community School District

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| | Score 1.5 | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



Subject Area and Standard/Indicator Number: NE LA 5.1.6a, LA 5.2.2.d, LA 5.3.1.d, LA 5.1.6k

Topic: Comprehension

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| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| Score 3.5 | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g. beliefs, assumptions, biases) influences text. (LA 5.1.6.a) <ul style="list-style-type: none"> ○ Read at grade level text and determine the author’s purpose and justify their reasoning with evidence from the text ○ Identify an author’s belief, assumptions, or bias and explain with evidence it’s influences on the text ● Use precise word choice and domain specific vocabulary to write in a variety of modes. (LA 5.2.2.d) <ul style="list-style-type: none"> ○ Students will demonstrate the ability to write in a variety of modes using word choice specific to persuading, informing, entertaining, explaining, and describing. ○ Convey a perspective with clear reasoning and support. (LA 5.3.1.d) ● Students will articulate a perspective and support that same perspective with clear and logical reasoning. <ul style="list-style-type: none"> ○ Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. (LA 5.1.6.k) | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● The students analyze a portion of text and identify author’s purpose. ● The students compare and contrast stories/text to demonstrate how the “author” influences the reader’s experience (like The Three Little Pigs with The True Story of the Three Little Pigs) ● Select an appropriate text for a specific need. (Example: select an informational text to gather information on a report.) ● Students will write a paragraph and justify their purpose. ● Focus on PIEED (persuade, inform, entertain, explain, and describe). |
| Score 2.5 | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: explain, entertain, inform, persuade, describe, perspective, assumptions, bias, information, pleasure, sensory words, sequencing words/phrases, persuasive words/phrases, fact, opinion, fiction, and nonfiction</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Terms in relation to author’s purpose: explain, entertain, inform, persuade, describe ● Terms in relation to author’s perspective: perspective, assumptions, bias ● Terms in relation to selecting text for a particular purpose: information, pleasure ● Terms in relation to author’s purpose/perspective: sensory words, sequencing words/phrases (e.g. first, next, step one, etc.) persuasive words/phrases, fact, opinion, fiction, and nonfiction. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● The students explain the following relationships: narrative is meant to entertain, expository is meant to inform, and “convince/argue” is meant to persuade, “how-to” (recipes, steps, and directions) is meant to explain. ● The students need to distinguish between fact and opinion, fiction and non-fiction. |



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| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |



| Subject Area and Standard/Indicator Number: NE LA 5.1.6a, LA 5.2.2.d, LA 5.3.1.d, LA 5.1.6k | | |
|---|---|---|
| Topic: Comprehension | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | <i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g. beliefs, assumptions, biases) influences text. (LA 5.1.6.a) <ul style="list-style-type: none"> ▪ Students will be able to read at grade level text and determine the author’s purpose and justify their reasoning with evidence from the text. ▪ Students will be able to identify an author’s belief, assumptions, or bias and explain with evidence it’s influences on the text. ● Use precise word choice and domain specific vocabulary to write in a variety of modes. (LA 5.2.2.d) <ul style="list-style-type: none"> ▪ Students will demonstrate the ability to write in a variety of modes using word choice specific to persuading, informing, entertaining, explaining, and describing. ● Convey a perspective with clear reasoning and support. (LA 5.3.1.d) <ul style="list-style-type: none"> ▪ Students will articulate a perspective and support that same perspective with clear and logical reasoning. ● Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research. (LA 5.1.6.k) | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● The students analyze a portion of text and identify author’s purpose. ● The students compare and contrast stories/text to demonstrate how the “author” influences the reader’s experience (like <u>The Three Little Pigs</u> with <u>The True Story of the Three Little Pigs</u>) ● Select an appropriate text for a specific need. (Example: select an informational text to gather information on a report.) ● Students will write a paragraph and justify their purpose. ● Focus on PIEED (persuade, inform, entertain, explain, and describe). |
| | <i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: explain, entertain, inform, persuade, describe, perspective, assumptions, bias, information, pleasure, sensory words, sequencing words/phrases, persuasive words/phrases, fact, opinion, fiction, and nonfiction</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Terms in relation to author’s purpose: explain, entertain, inform, persuade, describe ● Terms in relation to author’s perspective: perspective, assumptions, bias ● Terms in relation to selecting text for a particular purpose: information, pleasure ● Terms in relation to author’s purpose/perspective: sensory words, sequencing words/phrases (e.g. first, next, step one, etc.) persuasive words/phrases, fact, opinion, fiction, and nonfiction. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● The students explain the following relationships: narrative is meant to entertain, expository is meant to inform, and “convince/argue” is meant to persuade, “how-to” (recipes, steps, and directions) is meant to explain. ● The students need to distinguish between fact and opinion, fiction and non-fiction. |



South Sioux City Community School District

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| | Score 1.5 | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE LA 5.1.6.g

Topic: Comprehension

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| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | |
| | <i>Score 3.5</i> | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational text (genres). (LA 5.1.6.g) <ul style="list-style-type: none"> ○ Compare and contrast literary text using contextual evidence ○ Compare and contrast informational text using contextual evidence | | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Compare and contrast the characteristics of literary and informational text by listing and giving evidence. ● Students will evaluate different passages to determine which genre is represented. They will also state evidence to verify the given genre and state where the passage might be found. Possible questioning samples include but are limited to: <ul style="list-style-type: none"> ○ <i>The passage can best be described as _____.</i> ○ <i>Why is this passage an example of (genre)?</i> ○ <i>This passage might be found in _____. Ex. a. collection of short stories b. a poetry book c. a newspaper d. an encyclopedia</i> |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: genre, textbooks, myths, fantasies, science fiction, drama, periodicals, essays, realistic fiction, biography and autobiography</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Identify different types of informational and literary texts. ● Recognize or recall the characteristics of genre | | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Students will use graphic organizers to help define the terms and characteristics of literary and informational texts. ● Teacher will read aloud passages from various genres and ask the students to |



South Sioux City Community School District

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| | However, the student exhibits major errors or omissions regarding the more complex ideas and processes. | hold up a previously created note card with the type of genre that is being read. |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |



| Subject Area and Standard/Indicator Number: NE LA 5.1.6.l and LA 5.1.6.n | | |
|--|---|---|
| Topic: Comprehension | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | Score 3.5 <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading. (LA 5.1.6.l) ● Use background knowledge and relevant experience when making connections before, during, and after reading ● Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media. (LA 5.1.6.n) <ul style="list-style-type: none"> ○ Make predictions before, during, and after reading based on text or picture clues ○ Modify predictions or confirm predictions based on new evidence from the reading ○ Create inferences based on prior knowledge and new information presented in the text ○ Provide evidence supporting reasonable inferences | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Verbalize or write about a connection to a text ● Verbalize or write a prediction and modify that prediction before, during and after reading using evidence to support ● Document prior knowledge, new knowledge and related inferences ● Independently complete graphic organizer with text to text, text to self, text to world connections. |
| | Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: text-to-self, text-to-text, and text-to-world, connections, predictions, inferences, evidence</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Make different kinds of connections through discussion ● Make basic predictions without confirming or modifying prediction ● Make inferences through discussion <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Define what the different types of connections are ● Define the terms prediction, inference, and evidence |
| | Score 1.5 <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



South Sioux City Community School District

| Subject Area and Standard/Indicator Number: NE LA 5.1.6b | | |
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| Topic: Comprehension | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: <ul style="list-style-type: none"> Transfer skills to text beyond grade level |
| | Score 3.5 | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | The student will: <ul style="list-style-type: none"> Analyze and describe elements of literary text. (LA 5.1.6b) <ul style="list-style-type: none"> Trace the five parts of plot development within a text. Describe how a character develops throughout the text. Examine the author's use of point of view and how it contributes to the reader's understanding of the text. Analyze the theme and offer examples from the text to support the theme's development. Trace the change of the setting (when/where) | Sample Activities: <ul style="list-style-type: none"> Read grade level passage and be able to complete a graphic organizer to identify elements of literary text and plot |
| | Score 2.5 | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> |
| Score 2.0 | Student will recognize or recall specific vocabulary, such as: literary text, characters, setting, plot, point of view, theme, conflict, rising action, climax, falling action, and resolution There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Define (five) elements of plot. Identify the initial setting of where (place) in the text and main character(s) in the story However, the student exhibits major errors or omissions regarding the more complex ideas and processes. | Sample Activities: <ul style="list-style-type: none"> Students can read a paragraph and be able to identify the main character(s) and the setting (where) of the story |
| | Score 1.5 | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |



| Subject Area and Standard/Indicator Number: NE LA 5.1.4.a and 5.1.4.b | | |
|---|---|--|
| Topic: Fluency | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | Score 3.5 <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Read <u>grade level text</u> of various genres fluently. <ul style="list-style-type: none"> ○ read with expression ○ stop or pause correctly at punctuation ○ read at appropriate pace ○ read phrases, clauses, and sentences that sound like natural language supporting comprehension | <p>Sample Activities:</p> <p>Grade Level Text-</p> <ul style="list-style-type: none"> ● running records ● anecdotal notes ● observations during guided reading ● student monitored progress |
| | Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: pace, rhyme, rhythm, punctuation</p> <p>The student will:</p> <ul style="list-style-type: none"> ● Read <u>instructional level text</u> of various genres fluently. <ul style="list-style-type: none"> ○ read with expression ○ stop or pause correctly at punctuation ○ read at appropriate pace ○ read phrases, clauses, and sentences that sound like natural language supporting comprehension <p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <p>Instructional Level Text-</p> <ul style="list-style-type: none"> ● running records ● anecdotal notes ● observations during guided reading ● student monitored progress |
| | Score 1.5 <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



South Sioux City Community School District

| Subject Area and Standard/Indicator Number: NE LA 5.1.6e | | |
|--|---|---|
| Topic: Comprehension- Main Idea and Details | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | Score 3.5 <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. (LA 5.1.6e) <ul style="list-style-type: none"> ○ Write a summary of the text using main idea and supporting details ○ Explain how the details support the main idea ○ Analyze a text by identifying only the essential details that support the main idea. | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Create a summary from an informational text highlighting the main idea and supporting details ● Students may eliminate the details in an informational text that do not directly support the main idea. |
| | Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: main idea, supporting details, and summarize</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Identify main idea ● Identify supporting details <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Label main idea and supporting details using a graphic organizer ● Highlight supporting details in a text |
| | Score 1.5 <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



| Subject Area and Standard/Indicator Number: NE LA 5.1.6j | | |
|--|---|---|
| Topic: Comprehension | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | <i>Score 3.5</i> | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> Identify and apply knowledge of organizational patterns to comprehend informational text. (e.g. sequence, description, cause and effect, compare and contrast, fact and opinion) (LA 5.1.6j) Student will independently read, identify and explain with evidence, organizational patterns and text structures in a grade level text. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: sequence, description, cause/effect, compare/contrast, fact/opinion</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Identify the elements of organizational patterns to comprehend informational texts (sequence, description, cause/effect, compare/contrast, fact/opinion) <ul style="list-style-type: none"> Sequence- sequential, transition words, chronological order Description- five senses, adjectives, for instance, such as, as if Cause/effect- because, as a result, therefore, if/then Compare/contrast- same, different, similar, unlike, both, as opposed to, common Fact/opinion- feelings, prove, proof, researched, data, believe, judgement <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |



South Sioux City Community School District



| Subject Area and Standard/Indicator Number: NE LA 5.1.5a | | |
|--|---|---|
| Topic: Vocabulary | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | <i>Score 3.5</i> | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Apply knowledge of word structure elements, known words, and word patterns to determine the meaning. (LA 5.1.5a) <ul style="list-style-type: none"> ▪ Parts of Speech ▪ Roots and affixes | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary definitions, such as: interjection, preposition, article, nouns, verbs, adverbs, adjectives, pronouns, conjunctions, roots, affixes</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Identify all of the different parts of speech ● Identify roots and affixes in a given word <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |



| Subject Area and Standard/Indicator Number: NE LA 5.1.5d and LA 5.1.6c | | |
|--|--|---|
| Topic: Vocabulary and Comprehension | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | <i>Score 3.5</i> | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Identify semantic relationships to determine the meaning of words, aid in comprehension, and improve writing. (LA 5.1.5d) <ul style="list-style-type: none"> ○ Use their knowledge of homophones, homographs and homonyms to determine meaning within text. ● Identify and explain why authors use literary devices. (LA 5.1.6c) <ul style="list-style-type: none"> ○ Identify the example of the literary device. ○ Explain the meaning behind the literary device. ○ Justify or cite evidence from the text that supports the literary device and give reasoning on why the author used this statement. | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: synonym, antonym, homographs, homophones, multiple meaning words, simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, and idioms</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Defines literary devices and semantic relationships. ● Explain the difference between homophones, homonyms, and homographs. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |



South Sioux City Community School District

| Subject Area and Standard/Indicator Number: NE LA 5.1.6e | | |
|--|---|---|
| Topic: Comprehension- Main Idea and Details | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | Score 3.5 <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. (LA 5.1.6e) <ul style="list-style-type: none"> ○ Write a summary of the text using main idea and supporting details ○ Explain how the details support the main idea ○ Analyze a text by identifying only the essential details that support the main idea. | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Create a summary from an informational text highlighting the main idea and supporting details ● Students may eliminate the details in an informational text that do not directly support the main idea. |
| | Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: main idea, supporting details, and summarize</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Identify main idea ● Identify supporting details <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Label main idea and supporting details using a graphic organizer ● Highlight supporting details in a text |
| | Score 1.5 <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



| Subject Area and Standard/Indicator Number: NE LA 5.1.5.b | | | |
|---|---|---|---|
| Topic: Comprehension | | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | Sample Activities: |
| | Score 3.5 | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> Use knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. (LA 5.1.5.b) Select and apply knowledge of context clues to determine meaning of unknown words. (LA 5.1.5.b) | | <p>Sample Activities:</p> <ul style="list-style-type: none"> Using a text feature (graph, chart, table, map, etc.) answer inferential and critical questions. Examples could come from Social Studies and Science textbooks. Highlight or underline context clues in text as evidence of your understanding. Use the word in a new sentence/situation to show understanding of meaning. |
| | Score 2.5 | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: captions, headings, subheadings, index, diagrams, labels, maps, charts, tables, graphs (line graphs, bar graphs, circle/pie graphs, pictographs), inference, definition, example, antonym, synonym (IDEAS)</p> | | <p>Sample Activities:</p> <ul style="list-style-type: none"> Use a graphic organizer, record the page number each text feature is located on using a given text (ex. Chapter in Science Fusion) Scavenger Hunt Identify types of context clues (IDEAS) |
| | Score 1.5 | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



| Subject Area and Standard/Indicator Number: NE LA 5.2.2.c, 5.3.1.b and 5.3.1.c | | |
|--|---|---|
| Topic: Writing Modes and Speaking | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | <i>Score 3.5</i> | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses. (LA 5.2.2.c) <ul style="list-style-type: none"> ○ Create questions around a teacher or student generated topic and try to find answers to those questions ○ Gather books, websites, videos, community members, and pictures as resources for research ○ Interpret information from resources ○ Show final product with others (speech, written paper, poster, video, etc.) ● Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text. (LA 5.3.1.b) ● Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. (LA 5.3.1.c) <ul style="list-style-type: none"> ○ Use posters, videos, role play, dress up, PowerPoint/Google slides, props, music, etc. to enhance presentation | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: questioning, research, evidence, plagiarize, visual tool, digital tool, pronunciation, interpret</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Answer questions on research project using a single resource ● Restating the resource information <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |



South Sioux City Community School District

Subject Area and Standard/Indicator Number: NE LA 5.2.2.c, 5.2.2d, 5.3.1.b and 5.3.1.c

Topic: Writing Modes and Speaking

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| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | <i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i> | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses. (LA 5.2.2.c) <ul style="list-style-type: none"> ○ Create questions around a teacher or student generated topic and try to find answers to those questions ○ Gather books, websites, videos, community members, and pictures as resources for research ○ Interpret information from resources ○ Show final product with others (speech, written paper, poster, video, etc.) ● Use precise word choice and domain vocabulary to write in a variety of modes. (LA 5.2.2d) ● Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text. (LA 5.3.1.b) ● Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest. (LA 5.3.1.c) ● Use posters, videos, role play, dress up, PowerPoint/Google slides, props, music, etc. to enhance presentation | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Social Studies and Science Projects would work especially well, but these standards could work in any subject. ● Use Oral Presentation Rubric when you are sharing. |
| | <i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: questioning, research, evidence, plagiarize, visual tool, digital tool, pronunciation, interpret</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Answer questions on research project using a single resource ● Restating the resource information <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Use graphic organizer to develop presentation |
| | <i>Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content</i> | |



| Subject Area and Standard/Indicator Number: NE LA 5.2.1b, LA 5.2.1e, LA 5.2.1h, LA 5.2.1j and LA 5.2.1d | | |
|---|---|---|
| Topic: Writing Process | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | Sample Activities: |
| | Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> ● Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. (LA 5.2.1b) <ul style="list-style-type: none"> ★ Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type, using appropriate transitions. (LA 5.2.1d) ● Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques. (LA 5.2.1j) ● Revise to improve and clarify writing through feedback from others and use of self-monitoring strategies (e.g. be aware of what they do understand, identify what they don't understand, and use appropriate strategies to "fix up" the problems in comprehension). (LA 5.2.1e) ● Proofread and edit writing recursively for format and conventions of Standard English. (eg.spelling, capitalization, grammar, punctuation, syntax, and semantics.) (LA 5.2.1h) | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Use the NDE eighth grade writing rubric to self-reflect on writing. ● Use the writing process to write on a given prompt independently. ● Use of technology to publish a legible document. ● Peer editing using a generic predetermined checklist. |
| | Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: thesis, body, conclusion, transitions, simple sentences, compound sentences, complex sentences, declarative, imperative, interrogative, exclamatory, organizational patterns, recursively (repeatedly), syntax (sentence structure and order).</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions. ● Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses. ● Revise to improve and clarify writing through feedback from others. ● Proofread and edit writing recursively for format and conventions of Standard English. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | <p>Sample Activities:</p> <ul style="list-style-type: none"> ● Given a prompt, students will compose a paragraph using simple and compound sentences. ● Given an idea, students will self-generate a graphic organizer with three supporting ideas ● Given two simple sentences, the students can create a compound sentence using correct punctuation. |
| | Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content | |



South Sioux City Community School District



South Sioux City Community School District

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| Subject Area and Standard/Indicator Number: NE LA 5.1.5.b and LA 5.1.6.f | | |
| Topic: Comprehension | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | |
| | <i>Score 3.5</i> | <i>In addition to score 3.0 performance, partial success at score 4.0 content</i> |
| Score 3.0 | <p>The student will:</p> <ul style="list-style-type: none"> • Use knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. (LA 5.1.6 f) • Select and apply knowledge of context clues to determine meaning of unknown words. (LA 5.1.5.b) | |
| | <i>Score 2.5</i> | <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i> |
| Score 2.0 | <p>Student will recognize or recall specific vocabulary, such as: captions, headings, subheadings, index, diagrams, labels, maps, charts, tables, graphs (line graphs, bar graphs, circle/pie graphs, pictographs), inference, definition, example, antonym, synonym (IDEAS)</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> | |
| | <i>Score 1.5</i> | <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | |
| | <i>Score 0.5</i> | <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> |
| | | |