



Core Ready Writing Rubric

Grade 5 What's the Point?: Theme in Short Text, Poetry, and Song

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Analyze and take notes on short texts about themes of interest, and select a short text about which to write a literary essay.	Student makes little or no attempt to analyze or take notes on short texts on themes of interest. Needs a great deal of support and/or encouragement selecting a text about which to write a literary essay.	Student attempts to analyze and take notes on short texts on themes of interest but work may contain inaccuracies or lack details. May need some support in selecting a text about which to write a literary essay.	Student successfully takes notes on short texts on themes of interest and provides supporting details from the text. Selects a text about which to write a literary essay.	Student takes exemplary notes on short texts on themes of interest and provides multiple relevant and specific supporting details from the text. Thoughtfully selects a text about which to write a literary essay.	RL.5.2 RL.5.10 W.5.8 W.5.9 W.5.10
Write a literary essay with a strong introductory and concluding statement and logically ordered evidence.	Student writes a literary essay with little or no evidence of an introduction and concluding statement and logically ordered evidence.	Student writes a literary essay and attempts to include an introductory and concluding statement. The evidence may be inadequate or lack a logical ordering.	Student writes a literary essay with a solid introductory and concluding statement and logically ordered evidence.	Student writes a clear and effective literary essay with a powerful introductory and concluding statement and detailed, logically ordered evidence.	RL.5.2 RL.5.10 W.5.1a–e W.5.4 W.5.10
Write reflective responses to learning.	Student is unable to write a reflective response to learning that meets expected criteria.	Student writes a reflective response to learning that meets some, but not all, expected criteria.	Student writes a reflective response to learning that meets the expected criteria.	Student writes a thoughtful and detailed reflective response to learning that exceeds the expected criteria.	W.5.2a–e W.5.4 W.5.10
Prepare and present a literary essay to an audience using appropriate technology or resources.	Student presents his/her literary essay with little or no evidence of preparation. Struggles to use technology and resources appropriately for presentation.	Student presents his/her literary essay to an audience with insufficient rehearsal or preparation. Student incorporates some appropriate technology or resources at a very basic level.	Student successfully prepares and presents his/her literary essay to an audience using appropriate technology or resources to enhance presentation.	Student delivers a well rehearsed, confident, and polished presentation of his/her literary essay. Uses appropriate technology thoughtfully and effectively to enhance presentation.	W.5.4 W.5.6 W.5.10 SL.5.1a–d SL.5.4 SL.5.6 L.5.1 L.5.2 L.5.3 L.5.6
Summarize and consider the clarity of others' presentations.	Student makes little or no attempt to summarize and assess the clarity of other presentations in a way that is clear, detailed, or helpful.	Student attempts to summarize and assess the clarity of other presentations. Does not provide sufficient detail or reasons to support thinking.	Student accurately summarizes and assesses the clarity of other presentations. Provides clear and logical explanations to support thinking.	Student prepares reflective and thorough summaries of the presentations of others. Provides thoughtful rationale and insightful suggestions to improve the clarity of a presentation.	SL.5.1a–d SL.5.3 SL.5.6 L.5.1 L.5.6

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Quote accurately from a text when explaining what it says explicitly and when drawing inferences from it.	Student shows little or no evidence of active, purposeful reading or searching the text for specific information and evidence. Student makes little or no attempt to provide details and examples when explaining what the text says explicitly and is unable to draw inferences from the text.	Student shows some evidence of active purposeful reading and searching the text for specific information and evidence. Student may provide some details and examples, with marginal accuracy, when explaining what the text says explicitly and when drawing inferences from the text.	Student shows solid evidence of active, purposeful reading and searching the text for specific information and evidence. Student usually provides appropriate details and examples when explaining what the text says explicitly and when drawing inferences from the text.	Student demonstrates exceptional evidence of active, purposeful reading and searching the text for specific information and evidence. Student provides accurate, explicit, and thoughtful details and examples when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1
Write an organized opinion piece that includes a clear introduction, point of view, supporting reasons, linking words and phrases, and concluding statement.	Student writes an opinion piece with little or no evidence of an introductory or concluding statement. Does not articulate a clear point of view and supporting reasons are missing or insufficient. Omits linking words and phrases or uses them inappropriately.	Student writes an opinion piece and attempts to include an introductory and concluding statement. Attempts to identify a point of view but supporting reasons may be weak or irrelevant. May lack needed linking words and phrases.	Student writes an opinion piece with a solid introductory and concluding statement. Articulates a point of view and supports it with relevant supporting reasons. Uses linking words and phrases when appropriate.	Student writes an effective opinion piece with a strong introductory and concluding statement. Point of view is apparent and supported with clear and relevant reasons. May use advanced linking words and phrases effectively.	W.5.1
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Student makes little or no attempt to develop and strengthen writing through planning, revising, and editing.	Student attempts to develop and strengthen writing as needed by planning, revising, and editing. Writing may still contain significant errors or lack clarity.	Student develops and strengthens writing as needed by planning, revising, and editing. Some areas of the planning, revision, and editing may be more developed than others.	Student extensively develops and strengthens writing by planning, revising, and editing as needed. Few or no errors or lapses of clarity evident.	W.5.5
By the end of the year, independently and proficiently read and comprehend literature (including stories, dramas, and poems) at the high end of the grade 5 text complexity band.	Student shows little or no evidence of reading and comprehending texts appropriate for the grade 5 text complexity band.	Student shows inconsistent evidence of reading and comprehending texts appropriate for the grade 5 text complexity band with independence and proficiency.	Student shows solid evidence of reading and comprehending texts appropriate for the grade 5 text complexity band independently and proficiently.	Student shows solid evidence of reading and comprehending texts above the grade 5 text complexity band independently and proficiently.	RL.5.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Student shows little or no evidence of writing routinely for short or long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows some evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows solid evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	Student shows exceptional evidence of consistently and accurately writing for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.	W.5.10

Core Ready Writing Rubric, Grade 5, *continued*

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In collaborative discussions, demonstrate evidence of preparation for discussion and recognize the rules and roles of conversation.	In collaborative discussions, student comes unprepared and often disregards the rules and roles of conversation.	In collaborative discussions, student's preparation may be evident but ineffective or inconsistent. May occasionally disregard the rules and roles of conversation.	In collaborative discussions, student prepares adequately and draws on the preparation and other information about the topic to explore ideas under discussion. Usually observes the rules and roles of conversation.	In collaborative discussions, student arrives extremely well-prepared for discussions and draws on the preparation and other information about the topic to explore ideas under discussion. Always observes the rules and roles of conversation.	SL.5.1a SL.5.1b
In collaborative discussions, share and develop ideas in a manner that enhances understanding of the topic. Contribute and respond to the content of the discussion in a productive and focused manner.	Student shows little or no evidence of engaging in collaborative discussions and makes little or no attempt to ask and answer questions, stay on topic, link his/her comments to the remarks of others, or to explain his/her own ideas and understanding in light of the discussion.	Student shows some evidence of engaging in collaborative discussions and with marginal success attempts to ask questions to check understanding of information presented, to stay on topic, link his/her comments to the remarks of others, and explain his/her own ideas and understanding in light of the discussion.	Student engages in a range of collaborative discussions and asks questions to check understanding of information presented, stays on topic most of the time, and frequently links his/her own ideas and understanding in light of the discussion.	Student effectively and consistently engages in a range of collaborative discussions and asks high-level questions to check understanding of information presented, always stays on topic, and with great insight and attention to the comments of others links his/her own ideas and understanding in light of the discussion.	SL.5.1c SL.5.1d
Demonstrate knowledge of standard English and its conventions.	Student demonstrates little or no knowledge of standard English and its conventions.	Student demonstrates some evidence of knowledge of standard English and its conventions.	Student consistently demonstrates knowledge of standard English and its conventions.	Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and accurate.	L.5.1 L.5.2 L.5.3
Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Student shows little or no evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows some evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows solid evidence of the acquisition and use of grade-appropriate conversational and academic language.	Student shows a high level of sophistication and precision when using grade-appropriate conversational and academic language.	L.5.6

Note: See the Core Ready Rubrics chart in the Welcome at the beginning of the book for descriptions of category headers.