

Grade 5 English/Language Arts Performance Rubric

5

ELA Content Areas

Reading: Foundational Skills

Reading: Literature

Reading: Informational Text

Writing

Speaking and Listening

Language

Reading: Foundational Skills (RF.5.3)

Know and apply grade-level phonics and word analysis skills in decoding and encoding words

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots & affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Independently and consistently able to apply phonics and word analysis skills to above grade-level and unknown words

Reading: Foundational Skills (RF.5.4)

Read with sufficient accuracy and fluency to support comprehension

Trimester	1: Needs Improvement	2: Progressing	3: Meets	DRA	4: Excels
1 - 3	Making limited progress with significant teacher support in reading accuracy and fluency to support comprehension	Making progress with teacher support and/or may be inconsistent in reading grade-level text accuracy and fluency to support comprehension	Independently able to A. Read grade-level text with purpose and understanding B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Trimester 1 40 Trimesters 2-3 50	Independently reads above grade-level text with accuracy and fluency to support comprehension

Reading: Literature (RL.5.1)

Quote accurately from a text and make relevant connections when explaining what the text states explicitly and when drawing inferences from the text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1, 2 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none">● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read● Make personal connections, make connections to other texts, and/or make global connections when relevant● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	<p>Independently be able to demonstrate all of the criteria for “meets”</p> <p>from an above grade-level or complex text</p> <p>and make relevant connections when explaining what the text states explicitly and when drawing inferences from the text</p>

Reading: Literature (RL.5.2)

➤ Determine key ideas in a story, drama, or poem to identify the theme and to summarize the text

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Identify the key details in a text● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns● Identify the theme of the text● Determine central message or theme● Summarize the key points of a text	Independently and consistently able to demonstrate all of the criteria for a “Meets” using an above grade-level or complex text

Reading: Literature (RL.5.3)

➤ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (how characters interact)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts● Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events	Independently and consistently able to demonstrate all of the criteria of a “Meets” within an above grade-level or complex text
3				

Reading: Literature (RL.5.4)

Determines the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<ul style="list-style-type: none">● Independently able to Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)● Identify metaphors and similes● Analyze similes and metaphors in text and how it impacts the reader	Independently and consistently able to determine the meaning of keywords and phrases as they are used in above grade-level leveled texts

Reading: Literature (RL.5.5)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text	Independently and consistently demonstrates all criteria of a "Meets" and

Reading: Literature (RL.5.6)

Describe how a narrator's or speaker's point of view influences how events are described.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Identify the narrator's point of view● Explain how the point of view impacts the events in the text	Independently and consistently able to i

Reading: Literature (RL.5.7)

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Synthesize information from multiple sourcesUse media efficiently to answer questions and to solve problems	Independently and consistently able to
3				

Reading: Literature (RL.5.9)

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Find similarities and differences in themes and topics when reading stories of the same genreConnect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)	Independently and consistently able to
3				

Reading: Informational Text (RI.5.1)

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read• Make personal connections, make connections to other texts, and/or make global connections when relevant• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	Independently able to refer to details and examples in an appropriately leveled text when explaining what the text says explicitly; independently able to refer to details and examples in an appropriately leveled text when drawing inferences

Reading: Informational Text (RI.5.2)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Demonstrates the ability to Identify the key details in a text Summarize the key points of a text Identify details to support the main idea Identify at least two main ideas in informational texts Explain how the author supports main ideas in informational text with key details	Consistently demonstrates the ability to independently use details to support the main idea when summarizing an appropriately leveled text

Reading: Informational Text (RI.5.3)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify the relationships or interactions between people, places and ideas in textExplain the relationship to analyze the text	Independently and consistently able to
3				

Reading: Informational Text (RI.5.4)
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader 	Independently and consistently able to determine the meaning of words in above grade-level text (above DRA 38)

Reading: Informational Text (RI.5.7)
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	<p>Making limited progress with significant teacher support in</p>	<p>Making progress with teacher support and/or may be inconsistent</p>	<p>Able to</p> <ul style="list-style-type: none"> ● Read texts closely to determine the main ideas and important details ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems 	<p>Independently and consistently able to</p>
3				

Reading: Informational Text (RI.5.8)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Identify the points or claims an author makes in a textIdentify reasons and evidence for those points or claims madeProve each point with evidence from the textExplain how an author uses proof to support a point in the text	Independently and consistently able to
3				

Reading: Informational Text (RI.5.9)

Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Find similarities and differences in themes and topics when reading stories of the same genreConnect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	Independently and consistently able to analyze text features within online resources to demonstrate a deeper understanding of the text
3				

Writing (W.5.1)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a conclusion related to the opinion presented.</p> <ul style="list-style-type: none">● Distinguish fact from opinions● State an opinion to be supported with evidence● Write a thesis statement to focus the writing	Independently and consistently able to meet most or all components for writing a quality opinion piece (and writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing)

Writing (W.5.2)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Able to</p> <ul style="list-style-type: none">A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).D. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a conclusion related to the information or explanation presented.	Independently and consistently able to meet most or all components (topic, development of relevant information, text features, and a concluding statement) for informational writing; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing
3				

Writing (W.5.3)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.	Independently and consistently able to meet most or all components for writing a quality narrative piece (developing real or imagined characters, using descriptive details, conveying clear sequences); writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing
2 - 3				

Writing (W.5.4)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Produce writing that is clear and understandable to the reader● Unpack writing tasks (type of writing assignment)● Unpack writing purpose (the writer's designated reason for writing)● Focus the organization and development of a topic to reflect the task and purpose	

Writing (W.5.5)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support	<ul style="list-style-type: none">● Practice revising and editing skills● Change word choice and sentence structure in writing to strengthen the piece● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing● Recognize spelling, grammar, and punctuation errors● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)	

Writing (W.5.6)

With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to <ul style="list-style-type: none">● Use digital tools to collaborate on written works● Ask for guidance when appropriate● Use technology for producing and publishing writing, and collaborating with others● Demonstrate keyboarding skills	

Writing (W.5.7)

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topicGather information to support a topicSelect relevant information from texts to support main ideas or claimsGroup like ideas to organize writing	
3				

Writing (W.5.8)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Locate information from print and digital sources● Integrate information from personal experiences● Include a list of sources used● Take notes on information gathered from the sources to support the topic● Synthesize information to avoid plagiarism● Organize information into categories	Independently able to
3				

Writing (5.9)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<p>Independently able to</p> <ul style="list-style-type: none">● Use strategies for reading literary and informational text to investigate topics● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events● Explain how an author uses proof to support a point in informational text● Prove each point with evidence from the text● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject	
3				

Speaking and Listening (SL.5.1)

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	<ul style="list-style-type: none">A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.B. Follow agreed-upon rules for discussions and carry out assigned roles.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	

Speaking and Listening (SL.5.2)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Able to <ul style="list-style-type: none">Identify the key points and supporting details of a text presented orallySummarize a written text read aloud or information presented in multiple formats	Able to effectively communicate a summary of information obtained from forms of media (written text, video, audio, etc.); able to report or speak effectively on a given topic
3				

Speaking and Listening (SL.5.4)

➤ Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner● Present information orally and in coherent, spoken sentences● Use an appropriate pace when presenting● Present and logically support personal opinions	Independently able to explain and elaborate upon
3				

Speaking and Listening (SL.5.5)

➤ Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 2				
3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Identify main ideas and themes of a presentation● Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes	Independently able to explain and elaborate upon

Speaking and Listening (SL.5.6)

➤ Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to <ul style="list-style-type: none">● Speak for a variety of purposes● Distinguish between formal and informal discourse● Adapt speech to a variety of contexts and tasks	Independently able to explain and elaborate upon

Language (L.5.1)

Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Conjugate verbs and form and use, the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Demonstrates a strong command
2 - 3			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense.	
3			Independently able to demonstrate ability to meet all criteria in Trimesters 1 and 2 and: E. Use correlative conjunctions (e.g., either/or, neither/nor).	

Language (L.5.2)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Use punctuation to separate items in a series.* E. Spell grade-appropriate words correctly, consulting references as needed.	Demonstrates a strong command
2			Independently able to demonstrate ability to meet all criteria in Trimester 1 and: B. L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)	
3			Independently able to demonstrate ability to meet all criteria in Trimesters 1 and 2 and: D. Use underlining, quotation marks, or italics to indicate titles of works.	

Language (L.5.3)

Use knowledge of language and its conventions when writing, speaking, or listening.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Demonstrates a strong command
3				

Language (L.5.4)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	Demonstrates a strong command
3			Independently able to demonstrate ability to meet all criteria in Trimesters 1 and 2 and: B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	

Language (L.5.5)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1				
2	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to demonstrate ability to A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	
3				

Language (L.5.6)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Trimester	1: Needs Improvement	2: Progressing	3: Meets	4: Excels
1 - 3	Making limited progress with significant teacher support	Making progress with teacher support and/or may be inconsistent	Independently able to demonstrate ability to <ul style="list-style-type: none">Use 5th grade vocabulary fluently when discussing academic or domain-specific topicsChoose the most accurate word when describing contrast, addition, or other relationshipsChoose the most accurate word when discussing a particular topicUse knowledge of conjunctions to broaden vocabulary	