

Reading Grade 5– Outcome	4-Mastery	3-Proficiency	2-Approaching	1-Beginning
<p>Comprehension CR5.1 Analyze and respond to a variety of grade-level texts that address identity, community, and social responsibility</p> <p>CR5.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction from various cultures including First Nations, Métis, and Inuit and countries (including Canada).</p>	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> • Insightfully understanding, retelling, and explaining the ideas and information presented in the texts. • Precisely analyzing the text structures and features. • Thoughtfully analyzing the texts and developing responses with evidence from the texts, personal experience, and research. <p>Insightfully describes and builds upon thoughtful connections between previous experiences, prior knowledge, and a variety of texts.</p> <p>Insightfully compares to daily life:</p> <ul style="list-style-type: none"> • Challenges, situations, individuals, and perspectives of people in other times, places, and cultures. <p>Insightfully determines the:</p> <ul style="list-style-type: none"> • essential purpose, • key ideas, • arguments, and • perspectives of texts. <p>Insightfully distinguishes among:</p> <ul style="list-style-type: none"> • facts, • supported inferences, and • opinions in informational texts. <p>Insightfully identifies and uses evidence to support:</p> <ul style="list-style-type: none"> • the main problem or conflict of the plot and the resolution; • compare and contrast the actions, motives, and appearances of characters; • evaluate the meaning of symbols; and • understand that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly). 	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> • Understanding, retelling, and explaining the ideas and information presented in the texts. • Analyzing the text structures and features. • Analyzing the texts and developing responses with evidence from the texts, personal experience, and research. <p>Describes and builds upon connections between previous experiences, prior knowledge, and a variety of texts.</p> <p>Compares to daily life:</p> <ul style="list-style-type: none"> • Challenges, situations, individuals, and perspectives of people in other times, places, and cultures. <p>Determines the:</p> <ul style="list-style-type: none"> • essential purpose, • key ideas, • arguments, and • perspectives of texts. <p>Distinguishes among:</p> <ul style="list-style-type: none"> • facts, • supported inferences, and • opinions in informational texts. <p>Appropriately:</p> <ul style="list-style-type: none"> • identifies the main problem or conflict of the plot and the resolution; • compares and contrasts the actions, motives, and appearances of characters; • evaluates the meaning of symbols; and • understands that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly). 	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> • Partially understanding, retelling, and explaining the ideas and information presented in the texts. • Generally analyzing the text structures and features. • Basically analyzing the texts and developing responses with evidence from the texts, personal experience, and research. <p>Simplistically describes and builds upon obvious connections between previous experiences, prior knowledge, and a variety of texts.</p> <p>Simplistically compares to daily life:</p> <ul style="list-style-type: none"> • Challenges, situations, individuals, and/or perspectives of people in other times, places, and/or cultures. <p>Determines:</p> <ul style="list-style-type: none"> • a general purpose, • some key ideas, • arguments, or • perspectives of texts. <p>Inconsistently distinguishes among:</p> <ul style="list-style-type: none"> • facts, • supported inferences, and • opinions in informational texts. <p>Simplistically:</p> <ul style="list-style-type: none"> • identifies the main problem or conflict of the plot and the resolution; • compares and contrasts the actions, motives, and appearances of characters; • evaluates the meaning of symbols; and • understands that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly). 	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> • Inaccurately understanding, retelling, and explaining the ideas and information presented in the texts. • Vaguely analyzing the text structures and features. • Ineffectively analyzing the texts and developing responses with evidence from the texts, personal experience, and research. <p>Vaguely describes and states confusing connections between previous experiences, prior knowledge, and/or a variety of texts.</p> <p>Ineffectively compares to daily life:</p> <ul style="list-style-type: none"> • Challenges, situations, individuals, and/or perspectives of people in other times, places, and/or cultures. <p>Vaguely determines:</p> <ul style="list-style-type: none"> • an unrelated purpose, • irrelevant ideas • inaccurate arguments, or • limited perspectives of texts. <p>Inaccurately distinguishes among:</p> <ul style="list-style-type: none"> • facts, • supported inferences, and • opinions in informational texts. <p>May attempt to:</p> <ul style="list-style-type: none"> • identify a problem or conflict of the plot and the resolution; • compare or contrast the actions, motives, or appearances of characters; • identify symbols; and • identify that the theme refers to the meaning or moral of a work and/or recognize themes (stated directly).

	Reads grade appropriate texts with skillful fluency, accuracy, pacing intonation, and expression and adjust reading rate to purpose and texts demands	Reads grade appropriate texts with appropriate fluency, accuracy, pacing intonation, and expression and adjust reading rate to purpose and texts demands.	Reads grade appropriate texts with inconsistent fluency, accuracy, pacing intonation, and expression and adjust reading rate to purpose and texts demands	Limited ability and frequent errors in reading grade level appropriate with fluency, accuracy, pacing intonation, and expression and adjust reading rate to purpose and texts demands
Use of Strategies CR5.4(b) Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.	<p>Confidently selects and flexibly uses appropriate strategies (before, during, and after) to construct meaning when reading.</p> <p>Such as:</p> <p><u>Before, During, and After</u> Confidently uses prior knowledge and previews text features (as appropriate) to:</p> <ul style="list-style-type: none"> • make predictions • set purpose • monitor comprehension • make inferences • summarize/synthesize • adjust reading rate and strategies • utilize appropriate fluency, accuracy, and expression for text <p>Demonstrates consistent attention to the task and ignores distractions when reading.</p>	<p>Selects and flexibly uses appropriate strategies (before, during, and after) to construct meaning when reading.</p> <p>Such as:</p> <p><u>Before, During, and After</u> Appropriately taps prior knowledge and experience to:</p> <ul style="list-style-type: none"> • make predictions • set purpose • monitor comprehension • make inferences • recall/summarize • adjust reading rate and strategies • utilize appropriate fluency, accuracy, and expression for text <p>Demonstrates attention to the task and ignores most distractions.</p>	<p>Selects and uses limited strategies (before, during, and after) to construct meaning when reading.</p> <p>Such as:</p> <p><u>Before, During, and After</u> With support and prompting, uses strategies that have been explicitly taught to:</p> <ul style="list-style-type: none"> • make predictions • sets or use a prompted purpose • basic inferences • recall most ideas/events • some demonstration of fluency, accuracy, and expression for text <p>Demonstrates attention to the task usually, but inconsistently ignores distractions.</p>	<p>Inconsistently uses strategies (before, during, and after) to construct meaning when reading.</p> <p>Such as:</p> <p><u>Before, During, and After</u> Attempts to use, with support and prompting, a limited number of strategies to:</p> <ul style="list-style-type: none"> • make predictions (guess) • sets possible purpose • limited ability to monitor comprehension • basic inferences • recalling some ideas/events • lacks fluency <p>Needs reminders to focus attention on task; distracted frequently.</p>
Cues and Conventions CR5.4(c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.	<p>Understands and applies relevant and engaging pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.</p> <p><u>Such as:</u> Identifies intended audience and purpose for text.</p> <p>Identifies and readily uses various text structures, their elements, and their organizational patterns to understand.</p> <p>Uses sentence structure and punctuation to understand what is read.</p> <p>Uses context and word structure to determine meaning.</p>	<p>Understands and applies relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.</p> <p><u>Such as:</u> Recognize text was created for an intended purpose and audience.</p> <p>Identifies and explains different forms, organization, and conventions of texts.</p> <p>Uses word order and punctuation to understand meaning.</p> <p>Uses a variety of strategies to determine word meaning.</p>	<p>Attempts to apply some pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.</p> <p><u>Such as:</u> With prompting, identifies purpose of familiar text forms and possible intended audiences.</p> <p>Uses knowledge of text structure to make obvious predictions.</p> <p>Notices word order and how punctuation clarifies meaning.</p> <p>Recognizes most high-frequency words and with support, uses context clues.</p>	<p>Uncertain and simplistic use of pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.</p> <p><u>Such as:</u> With teacher guidance, recognizes a purpose for reading and a possible intended audience.</p> <p>With teacher guidance, recognizes some basic features, structures, and elements of texts.</p> <p>With teacher guidance, recognizes basic sentence structures, word order, and how punctuation clarifies meaning.</p> <p>With teacher guidance, uses context clues and word structure to determine word meaning.</p>

	<p>Uses phonics to say words correctly. Recognizes features of words including sound patterns to decode.</p> <p>Recognizes the characteristics of different media and the key features and elements in visual and multimedia texts.</p>	<p>Recognizes features of words to decode.</p> <p>Recognizes and uses key features in text including, colour, bold typeface, music, and sound effects.</p>	<p>Uses phonics and, if prompted, word structure to decode.</p> <p>Identifies some key elements and details, and the medium used in visual and multimedia texts.</p>	<p>Uses, consistently, accurate sounding out to figure out words.</p> <p>Recognizes, with teacher guidance, the medium and elements of visual and multimedia texts.</p>
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