English Language Arts Grade 5
Comprehend and Respond

Outcomes	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR5.1 Analyze and respond to a variety of grade-level texts that address identity, community or social responsibility.	I make a **few connections** between a text I read, view or listen to that relates to the theme of identity, community or social responsibility.	I make **several connections** between a text I read, view or listen to that relates to the theme of identity, community or social responsibility.	I make connections and **explain with examples,** how a text I read, view or listen to relates to the theme of identity, community or social responsibility.	I make **connections, explain** and **compare with examples** how texts I read, view or listen to relates to the theme of identity, community, or social responsibility.
	I **retell** a few ideas and information presented in the text.	I **retell** many of the ideas and information presented in the text.	I retell and **develop a response to texts that contains personal experience AND evidence from the text.**	I **retell and develop a response** to texts that contains personal experience, evidence from the texts, **and references to other texts or research.**
	I rarely **identify** the text structure OR text features of of the texts I read, listen to, or view.	I sometimes **identify** the text structure AND text features of the texts I read, listen to or view.	I **identify** and **explain** the text structure AND text features of the texts I read, listen to, or view.	I **identify, explain** and **compare** the text structures and text features of texts I read, listen to, or view.

Comments

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CR5.2 **View and evaluate critically, visual and multi-media texts identifying the persuasive techniques including, promises, flattery, and comparisons used to influence or persuade an audience**	I am unable to identify persuasive techniques, including promises OR flattery OR comparisons, in visual and multimedia texts.	I identify some persuasive techniques, including promises **AND** flattery **AND** comparisons, in visual and multimedia texts.	I **identify persuasive techniques,** including promises **AND** flattery **AND** comparisons, in visual and multimedia texts.	I identify persuasive techniques including, promises **AND** flattery **AND** comparisons, in **a wide variety of** visual and multimedia texts.
	I am unable to evaluate persuasive techniques.	I evaluate some persuasive techniques.	I **evaluate** persuasive techniques and provide evidence through examples.	I **evaluate** persuasive techniques and provide evidence through examples, details and reasons.
	I **rarely** use before, during or after strategies to evaluate visual and multimedia texts.	I **sometimes** use before, during **or** after strategies to evaluate visual and multimedia texts	I **select and use** before, during and after strategies to evaluate visual and multimedia texts.	I **select, use** and **explain** before during and after strategies to evaluate visual and multimedia texts.
	I **recognize** a **few** elements in visual and multimedia texts (graphics, layout, color, sound, movement, font choices).	I **recognize several** key elements in visual and multimedia texts (graphics, layout, color, sound, movement, font choices).	I **recognize** the key elements in visual and multimedia texts (graphics, layout, color, sound, movement, font choices).	I **recognize and explain** the key elements in **a wide variety** of visual and multimedia texts (graphics, layout, color, sound, movement, font choices).
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CR5.3 **Listen purposefully to a range of texts from a variety of cultural traditions to understand ideas and instructions, to evaluate the message heard and the required follow up action and to draw conclusions about speakers verbal and non verbal message(s), purpose, point of view, and technique used in presentation.**	I **rarely** demonstrate my understanding of ideas and instructions by summarizing main ideas **OR** supporting detail **OR** opinions heard.	I **sometimes** demonstrate my understanding of ideas and instructions by summarizing main ideas **OR** supporting details **OR** opinions heard.	I demonstrate my understanding of ideas and instructions by summarizing main ideas **AND** supporting details **AND** opinions heard.	I demonstrate my understanding of ideas and instructions by summarizing **drawing conclusions from the** main ideas **AND** supporting details **AND** opinions heard.
	I **rarely** ask questions while listening to a variety of texts.	I **sometimes** ask questions while listening to a variety of texts to seek information not already discussed.	I ask **relevant** questions while listening to a variety of texts to seek information not already discussed.	I ask **insightful** questions, while listening to a variety of texts to seek information not already discussed.
	I **rarely** draw conclusions about message(s), purpose, point of view **OR** techniques used in presentation.	I sometimes draw conclusions about message(s), purpose, point of view **OR** techniques used in presentation.	I draw conclusions about message(s), purpose, point of view **AND** techniques used in presentation.	I draw conclusions about message(s), purpose, point of view **AND** techniques used in presentation, and **justify them with specific evidence.**
	I rarely use before, during **OR** after strategies to evaluate visual and multimedia texts.	I sometimes use before, during **OR** after strategies to evaluate visual and multimedia texts.	I **select AND** use before, during, **AND** after strategies to evaluate visual and multimedia texts.	I select, use **AND explain** before during and after strategies to evaluate visual and multimedia texts and **justify my selection.**
	I **am unable** to draw conclusions about a speaker's verbal **OR** non-verbal messages.	I draw some conclusions about a speaker's verbal **OR** non-verbal messages**.**	I **draw conclusions** about a speaker's verbal **AND** non-verbal messages.	I **draw conclusions** about a speaker's verbal **AND** non-verbal messages and **support my thinking with evidence**.
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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, Metis, and Inuit and countries.**	I **am unable** to distinguish between fact and opinion in texts I read.	I **identify** some simple facts and opinions in texts I read.	I **identify** between fact and opinion in texts I read.	I identify and **explain** the difference between fact and opinion in texts I read.
	I **rarely** identify the story elements within narrative texts.	I sometimes **identify** the story elements within narrative texts.	I **identify** the story elements within narrative texts.	I identify and **explain** the story elements in narrative texts with **specific references to the text.**
	I **rarely** use before, during **OR** after strategies when reading to make meaning.	I **sometimes** use before, during **OR** after strategies when reading to make meaning.	I **select AND** use appropriate, familiar before, during **AND** after strategies when reading to make meaning.	I **select, use AND explain** appropriate before, during and after strategies when reading to make meaning.
	I am unable to read grade appropriate texts fluently.	I read **some** grade appropriate texts fluently.	I read **a variety of grade-appropriate texts fluently**.	I read above grade-appropriate **texts** fluently.
	I use **1 or 2** strategies to determine the meaning of unfamiliar words.	I use **several** strategies to determine the meaning of unfamiliar words.	I use **many** strategies to determine the meaning of unfamiliar words.	I can use a **wide variety** of strategies to determine the meaning of unfamiliar words.

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CR5.4 continued…	I **rarely recognize** word features: • R-vowels • silent consonants • diagraphs • compound words – contractions • easy multisyllabic words.	I **sometimes recognize** word features: • R-vowels • silent consonants • diagraphs • compound words – contractions • easy multisyllabic words.	I **recognize** word features: • R-vowels • silent consonants • diagraphs • compound words – contractions • easy multisyllabic words.	I **recognize and use** and **all** word features: • R-vowels • silent consonants • diagraphs • compound words – contractions • easy multisyllabic words.
	I **rarely** recognize the role of key text features: • format • graphics • sequence • diagrams • maps • charts • illustrations.	I sometimes recognize the role of key text features: • format • graphics • sequence • diagrams • maps • charts • illustrations.	I recognize the role of **most** key text features: • format • graphics • sequence • diagrams • maps • charts • illustrations.	I can recognize the role of a **wide variety of** key text features: • format • graphics • sequence • diagrams • maps • charts • illustrations.

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