



English Language Arts Grade 5 Comprehend and Respond

Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CR5.3 Listen <ul style="list-style-type: none"> I can listen to texts from different cultures. I can understand the ideas and instructions. I can give my opinion about the message and the follow-up action. I can draw conclusions about the speaker's verbal and non-verbal message(s), purpose, point of view, and techniques used in the presentation. 	<p>Comprehension I understand and recall what I hear.</p> <p>I can express my view of it with support.</p>	<ul style="list-style-type: none"> I can recall the main idea in texts I listen to with help. I have difficulty recalling events and need help to sequence them. I can offer simple opinions or judgements and use some relevant details to support my responses, with help. I need help to distinguish between fact and opinion. I need help to make connections to myself, other texts, and the world. 	<ul style="list-style-type: none"> I can recall the main idea in texts I listen to with some prompting. I can recall most of the key events but have some difficulty sequencing events. I offer simple opinions or judgements and use some relevant details to support my responses. I can identify simple facts but may confuse some facts with opinions. I can make a few concrete connections to my own experiences. 	<ul style="list-style-type: none"> I can recall the main idea in texts I listen to. I can recall and sequence ideas and events from texts I listen to. I can give my opinion on text I listen to with support through examples, details and reasons from the text, and from personal experience. I can tell the difference between fact and opinion in texts I listen to. I can make direct and concrete personal connections to text I listen to. 	<ul style="list-style-type: none"> I can identify the purpose of the text in texts I listen to, as well as the key idea or argument. I can recount the events and ideas in correct sequence and explain cause-effect relationships. I can give a logical opinion with extensive support. I can explain with ease the difference between fact and opinion in texts I listen to. I can make insightful connections to my own life, as well as to other texts.



English Language Arts Grade 5 Comprehend and Respond					
Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
	Strategies I can use before, during, and after strategies with practice and with help from the teacher.	<ul style="list-style-type: none"> I will attempt to use a limited number of before, during and after listening strategies with practice and help from the teacher. I need reminders to focus my attention on the speaker and am frequently distracted. I can follow some instructions and multi-step oral directions with reminders, but will skip or ignore some part(s). 	<ul style="list-style-type: none"> I can use some before, during and after listening strategies that have been explicitly taught, with practice and help from the teacher. I give some attention to the speaker, but have a hard time ignoring distractions. With prompting, I can follow instructions and multi-step oral directions. 	<ul style="list-style-type: none"> I can use most before, during and after listening strategies that have been explicitly taught with practice and help from the teacher. I can give attention to the speaker and ignore most distractions. I can follow instructions and multi-step oral directions. 	<ul style="list-style-type: none"> I choose and use before, during and after listening strategies on my own. I give close attention to the speaker and ignore distractions. I can independently follow instructions and multi-step oral directions.
	Cues I can make meaning by using the language clues in the text.	<ul style="list-style-type: none"> I need help to draw conclusions about the messages; I have difficulty with literal meaning. 	<ul style="list-style-type: none"> I draw simple conclusions about a speaker's verbal and non-verbal messages; I focus on literal meaning. 	<ul style="list-style-type: none"> I can draw conclusions about a speaker's verbal and non-verbal messages. 	<ul style="list-style-type: none"> I can draw insightful and logical conclusions that have supporting reasons.



English Language Arts Grade 5 Comprehend and Respond					
Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
		<ul style="list-style-type: none"> I have difficulty identifying a speaker's techniques and have to learn to make inferences. 	<ul style="list-style-type: none"> I can identify some of the speaker's techniques. 	<ul style="list-style-type: none"> I can draw conclusions about a speaker's use of techniques. 	<ul style="list-style-type: none"> I can draw insightful and logical conclusions about the speaker's use of techniques with reasons.
	Conventions I can make meaning by using the rules of language.	<ul style="list-style-type: none"> With the teacher's help, I can recognize the speaker's purpose and message. I have a hard time identifying the speaker's point of view, and need a lot of support. 	<ul style="list-style-type: none"> I can identify the message of familiar speakers and suggest a possible purpose. I sometimes understand the speaker's point of view, but I may need prompting. 	<ul style="list-style-type: none"> I can identify the speaker's purpose and message. I can identify the speaker's point of view. 	<ul style="list-style-type: none"> I know the reason behind what I hear; I can explain the intended purpose and message. I can clearly identify and insightfully comment on the point of view
Comments					
CR5.4 Read I can understand a variety of texts written now and a long time ago.	Comprehension (I understand and recall what I read, and can express my view of it with supporting details.)	<ul style="list-style-type: none"> I can identify the main idea or argument in a text in basic form, with help. 	<ul style="list-style-type: none"> I can identify the main idea or argument in a text in basic form. 	<ul style="list-style-type: none"> I can identify accurately the key idea or argument in texts I read, and support my choice with solid reasons. 	<ul style="list-style-type: none"> I can identify the purpose of the text, as well as the key idea or argument, and explain my choice.



English Language Arts Grade 5 Comprehend and Respond

Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
I can understand texts from different cultures, too.		<ul style="list-style-type: none"> I can identify a single topic or idea. I try to compare the appearance or actions of characters with help. I can recall some ideas in the text. I can give simple opinions with some relevant details for support, with help. I can make personal connections to the text with help. 	<ul style="list-style-type: none"> I can identify the main characters in a text. I can compare the appearances of characters and their actions with prompting. I can recall most key events or ideas; I may leave some out. I can give simple opinions with some relevant details for support. I can make some concrete connections between text I read and my own experiences. 	<ul style="list-style-type: none"> I can identify characters and setting of a text. I can compare and contrast the actions, motives and appearances of characters. I can recall and sequence ideas and events from texts I read. I can give my opinion on text I read with support through examples, details and reasons. I can make direct and concrete personal connections to text I read. 	<ul style="list-style-type: none"> I can identify and describe the characters and setting of a text. I can use evidence to support comparing and contrasting the actions, motives and appearances of characters. I can recount the events and ideas in correct sequence and explain cause-effect relationships. I can give a logical opinion with extensive support. I can make insightful connections to my own life, as well as to other texts.



English Language Arts Grade 5 Comprehend and Respond					
Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
		<ul style="list-style-type: none"> Sometimes, I try to identify a literary symbol I think the author has used. I am working on understanding what theme is. 	<ul style="list-style-type: none"> I can point out an obvious literary symbol the author has used, with prompting. I understand that theme is the meaning or moral of a work, and I can recognize themes stated directly. 	<ul style="list-style-type: none"> I can point out a literary symbol the author has used and explain my thinking. I understand that theme is the meaning or moral of a work, and I can recognize themes that are implied or stated directly. 	<ul style="list-style-type: none"> I can point out a literary symbol and explain its meaning. I can use evidence to explain themes in a text, whether they are implied or stated directly.
	Strategies (I can use before, during, and after strategies with practice and with help from the teacher.)	<ul style="list-style-type: none"> I will attempt to use a limited number of before, during, and after reading strategies with extensive practice and help from the teacher. I have am working hard to learn to read with appropriate fluency, accuracy, and expression. 	<ul style="list-style-type: none"> I can use some before, during, and after reading strategies that have been explicitly taught, with practice and help from the teacher. I sometimes read orally with appropriate fluency, accuracy, and expression. 	<ul style="list-style-type: none"> I can use most before, during, and after reading strategies that have been explicitly taught, with practice and help from the teacher. I can read orally with appropriate fluency, accuracy, and expression. 	<ul style="list-style-type: none"> I can choose and use suitable before, during, and after reading strategies on my own. I can read orally with exceptional fluency, accuracy, and expression.



English Language Arts Grade 5 Comprehend and Respond					
Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
		<ul style="list-style-type: none"> I can tell the difference between facts, supported inferences, and opinion with help. 	<ul style="list-style-type: none"> I can tell the difference between facts, supported inferences, and opinion some of the time, with prompting. 	<ul style="list-style-type: none"> I can tell the difference between facts, supported inferences, and opinion. 	<ul style="list-style-type: none"> I can explain the difference between facts, supported inferences, and opinion, with examples.
	Cues (I can make meaning by using the language clues in the text.)	<ul style="list-style-type: none"> I can recognize a few features of words, including R-vowel patterns, silent consonants, digraphs, compound words, contractions, and easy multi-syllabic words with help. I can use a few strategies to determine the meaning of unfamiliar words, with help. 	<ul style="list-style-type: none"> I can recognize some features of words, including R-vowel patterns, silent consonants, digraphs, compound words, contractions, and easy multi-syllabic words. I can use a few strategies to determine the meaning of unfamiliar words. 	<ul style="list-style-type: none"> I can recognize most features of words, including R-vowel patterns, silent consonants, digraphs, compound words, contractions, and easy multi-syllabic words. I can use many strategies to determine the meaning of unfamiliar words. 	<ul style="list-style-type: none"> I can easily recognize all of these features of words: R-vowel patterns, silent consonants, digraphs, compound words, contractions, and more complex multi-syllabic words. I select from a wide variety of strategies the one best suited to help me determine the meaning of unfamiliar words.
	Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I can recognize the role of some key text features, including format, graphics, sequence, diagrams, maps, charts or 	<ul style="list-style-type: none"> I can recognize the role of some key text features, including format, graphics, sequence, diagrams, maps, charts or 	<ul style="list-style-type: none"> I can recognize the role of key text features, including format, graphics, sequence, diagrams, maps, charts and 	<ul style="list-style-type: none"> I can recognize the role of a wide variety of key text features including format, graphics, sequence, diagrams, maps,



English Language Arts Grade 5 Comprehend and Respond					
Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
		<ul style="list-style-type: none"> illustrations, with help. 	<ul style="list-style-type: none"> illustrations. 	<ul style="list-style-type: none"> illustrations. 	<ul style="list-style-type: none"> charts or illustrations.
	Reading Level	<ul style="list-style-type: none"> I can read texts that are significantly below the range designated for sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts that are a little below the range designated for sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts in the range designated for sufficient evidence of proficiency. 	<ul style="list-style-type: none"> I can read texts beyond the range designated for proficiency.
Comments					
CR5.2 View I can be critical of what I watch. I can even tell some of the persuasive techniques used.	Comprehension (I understand and recall what I watch, and can express my view of it with support.)	<ul style="list-style-type: none"> I have a limited understanding of what I view. I need help to create meaning. I recall a few details. I can make some inferences about feelings in some texts I view, with help. 	<ul style="list-style-type: none"> I can identify the main idea, but I focus on the literal meaning of what I view. I can identify some relevant details. I can make some obvious inferences about feelings in simple texts I view. 	<ul style="list-style-type: none"> I can give the main idea in texts I view. I can identify and describe specific details. I can make inferences about feelings in texts I view. 	<ul style="list-style-type: none"> I can identify and summarize the main idea with accurate details. I identify and describe a variety of specific details. I can make inferences about a range of feelings in texts I view, and provide support and explanation.



English Language Arts Grade 5 Comprehend and Respond					
Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
		<ul style="list-style-type: none"> I can offer simple opinions or judgments with help. 	<ul style="list-style-type: none"> I offer simple opinions or judgments with an example, a detail or a reason for support. 	<ul style="list-style-type: none"> I can give my opinion on texts I view with support through examples, details and reasons. 	<ul style="list-style-type: none"> I offer responses and opinions with logical supporting reasons or detailed examples on my own.
	Strategies (I can use before, during, and after strategies with practice and with help from the teacher.)	<ul style="list-style-type: none"> I will attempt to use a limited number of before, during, and after viewing strategies with extensive practice and help from the teacher. 	<ul style="list-style-type: none"> I can use some before, during, and after viewing strategies that have been explicitly taught, with practice and help from the teacher. 	<ul style="list-style-type: none"> I can use most before, during and after viewing strategies that have been explicitly taught, with practice and help from the teacher. 	<ul style="list-style-type: none"> I choose and use before, during and after viewing strategies on my own.
	Cues (I can make meaning by using the language clues in the text.)	<ul style="list-style-type: none"> I need help to recognize the messages in what I view and how they may influence the audience. I need help to recognize a few persuasive techniques in oral presentations and media (promises, flattery, comparisons). 	<ul style="list-style-type: none"> I focus on the literal meaning of what I see; I make simple inferences. I may recognize how literal messages influence the audience. I can recognize a few persuasive techniques in oral presentations and media (promises, flattery, and comparisons). 	<ul style="list-style-type: none"> I can identify how messages that are clear or implied can influence the intended audience. I can recognize persuasive techniques in oral presentations and media (promises, flattery, comparisons). 	<ul style="list-style-type: none"> I identify and support how messages that are clear or implied can influence the audience; I often use “between the lines” information. I can recognize persuasive techniques in oral presentations and media (promises, flattery, comparisons), and comment on their



English Language Arts Grade 5 Comprehend and Respond					
Outcomes		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
					impact.
	Conventions (I can make meaning by using the rules of language.)	<ul style="list-style-type: none"> I need direct help to recognize some basic features, structures, and elements of a text and how they influence the audience. 	<ul style="list-style-type: none"> With support and prompting, I can recognize some key features in visual text like sound, colour, and movement, and suggest how they may influence the possible audience. 	<ul style="list-style-type: none"> I can identify how multimedia features like sound, colour, and movement can influence the intended audience. 	<ul style="list-style-type: none"> I can recognize the impact on an audience of key multimedia features like sound, colour, and movement in a variety of visual texts independently in different situations.
Comments					