

Grade Five At A Glance

Receiving Language	Essential Outcome statements	What it might look like in the classroom
<p>Reading Mechanics</p>	<p>Uses organization, illustrations and captions, key words and placement, conventions, indices, glossaries, bullets, and other text cues to construct and confirm meaning</p> <p>Continues to use a variety of decoding strategies to decode unfamiliar text</p> <p>Reads new text with fluency</p>	<p>When reading informational text, uses text structures to find information, determine main ideas and supporting details, and determine meaning of unfamiliar words (“This section is all about renewable energy sources. Look for <i>solar</i> or <i>sun</i> in the first sentence of each paragraph to find the part about solar energy.” “Look in the glossary to find out what ‘voyageur’ means.” “Here’s a list that gives all the reasons for global warming.”). When reading narrative text, uses knowledge of chapters, setting, plot development, and character development to construct and confirm meaning (“Something exciting’s going to happen – we’re at the end of the chapter and Lemony Snicket always uses cliffhangers at the end of his chapters.”; “The author made a big deal of how she is an athlete. I’ll bet she’s going to have to use that to get away from the smugglers.”).</p> <p>Continues to use word chunks, syllabication, affixes, and word families to decode unfamiliar text, but also uses syntax (word order and grammatical structure) and word meaning to figure out unfamiliar words. It is important that students at this grade have the opportunity to hear lots of text read aloud, to continue to build their vocabularies, so that they can use syntax and meaning strategies effectively.</p> <p>Reads with expression, appropriate intonation, inflection, and pacing. Reads between 110 – 150 correct words per minute.</p>
<p>Comprehension</p>	<p>Applies understandings and conclusions to new contexts</p> <p>Begins to choose appropriate comprehension strategies to construct and confirm understanding</p>	<p>Is able to transform information by applying it in new contexts (“This is the same kind of logic puzzle we did last week. If we draw a chart and record all the information, we should be able to figure it out.”). Can connect understandings from other text pieces to new situations (“Do you remember when we looked at the atlas and used the scale to figure out the distance? I’ll bet we can do the same thing with this diagram.”). Can use conclusions reached in one situation to figure out another (“I figured out that JJ was acting like a jerk because he wanted his dad to pay attention to him. I wonder if it’s the same with The Thief Lord?”).</p> <p>Applies knowledge of comprehension strategies (connections, schema, questions, visualizing, inferring, determining importance, predicting, synthesizing), genre, and purpose for reading (enjoyment, finding specific information, etc.) to make meaning from text (“When I</p>

<p>Text Elements</p>	<p>Begins to discuss the strengths and limits as well as the purposes of various forms and genres</p> <p>Identifies text elements (eg perspective, hyperbole) and techniques used to emphasize text (eg point of view)</p>	<p>read poetry I try to make pictures in my head.”; “I’m reading this book about climate change for my science project, so I’m trying to keep track of the important ideas.”; “I’m reading the <i>On The Run</i> series, and I keep trying to figure out which bits of information are going to be important later on, so I can figure out the mystery.”).</p> <p>Looks at ways in which some forms of text might be better than others in communicating a specific message. (“I want people to see how much recyclable stuff we’re throwing away each week – would it be easier to understand in a newspaper article, or a chart, or a graph?”; “I wrote this short memoir, but then I played around with line breaks, and now I think it works better as a poem.”; “I want people to see what a great book this is – what’s the best way to show that it’s full of action? I think a book review makes it sound boring.”).</p> <p>Talks about how hyperbole and exaggeration add depth to the text (“Garfield is great because of the things he does, and the stuff he says to Jon and Odie – he exaggerates everything!”). Talks about how changing perspective or point of view can add depth to the text (“I hadn’t thought much about the way we treat kids who are different until I read <i>Freak, the Mighty</i>.”; “It was funny to see the mom switch places with her kid in <i>Freaky Friday</i>. Then I started thinking about what it would be like to switch places with my mom! Eeeew!”)</p>
<p>Text Selection, Interactions, and Classroom Community</p>	<p>Shows respect for presenter through active listening and viewing</p> <p>Begins to assess collections of preferred texts based on feedback from others</p>	<p>Is able to sustain interest and show respect when watching/listening to a presentation. Asks appropriate questions related to the topic. Doesn’t talk while the presentation is happening. Keeps attention on presenter. Sits still without fidgeting.</p> <p>Shares preferred texts with friends. Makes recommendations to others and also accepts recommendations (“I told Mark he’d probably really like the “Island” trilogy because he likes adventure books.”; “Jessica said I should read the Abby Hayes books because I always keep a journal, too.”; “I started reading Calvin and Hobbes, and now I like those better than Garfield – I think they’re a bit more mature. That’s what Jason says, too.”).</p>

Synthesizing Language	Essential Outcome statements	What it might look like in the classroom
<p>Gathering Ideas and Information</p>	<p>Begins to summarize personal knowledge, information, and ideas into categories; asks questions based on identified information gaps</p> <p>Begins to create a plan for an inquiry</p> <p>Begins to use a combination of relevant primary and secondary sources, and identifies additional sources of information when needed</p> <p>Begins to match sources to inquiry purpose and focus</p>	<p>Can combine information into summary statements with direct instruction and support. Can record key ideas in categories or under specific headings. These may be developed as a whole class or in a small group. (“These are all physical characteristics – we don’t have to say long hair, brown hair, curly hair – we can say long, curly, brown hair. And these are all personality traits – aren’t cheeky and a smart-aleck the same? Do we have to put it twice?”; “All these explorers were relying on the aboriginal people to survive. Let’s add that to the list.”). Looks at collected and categorized information and figures out where further information is needed, then formulates questions to guide that search, with support (“We have lots about what happens when whales beach themselves, but not much on why they do it. Do you think they’re lost? Or that they get confused? Or are they looking for a place to die?”).</p> <p>Can identify the questions to be asked; may create a graphic organizer to keep track of information (questions and categories, Power Thinking Notes or an outline, index cards, etc.); Looks for resources and begins to plan what the final product might look like. (“We’re going to find out what different groups of people think about the pipeline. We have three questions to ask, and we’re going to find different people and ask them. Then we’ll write out all the answers.”; “I’m going to read about the Yukon Quest to find out why it’s such a hard race. I want to know if it’s because it’s so cold, or it’s through the mountains, or what. I thought I could put the reasons on a map showing the route.”). Needs support and reminders, as well as lots of modeling and practice to begin to do this independently.</p> <p>Uses print text as well as videos and web sites to find information. Uses “experts” in the community, as well. Recognizes that people have to know about a topic before they can be good sources. Can use a search engine such as Yahoo!igans or the electronic card catalogue to find more information for a specific need. Needs lots of modeling and practice in actual inquiry situations to do this independently.</p> <p>Understands that you can use the index to find specific pieces of</p>

<p>Processing</p>	<p>Begins to compare how groups of people are portrayed in texts and to identify bias and stereotype</p> <p>Begins to adjust and explain personal understanding of a concept by integrating others' opinions and ideas</p> <p>Sets criteria and evaluates the usefulness of information and source</p>	<p>needed information, or specific links on a website, and that it is not necessary to read the entire text. Begins to pick only sources that contain the needed information.</p> <p>Notices inconsistencies between personal knowledge of a particular familiar group (kids, step-parents, grandparents, etc.) and the way that group is portrayed in text ("Why are step-mothers always evil in stories? My step-mom is really great!"; "Did you read this letter in the paper? It makes it sound like all kids on skateboards are criminals!"; "Why do some books make it look like we all live in igloos??"). Begins to develop an understanding of how an author's viewpoint may be different from their own, and how some groups are characterized in certain ways in books and other media</p> <p>Participates in conversations and discussions and can explain and justify own opinions ("I think that people should be allowed to use what they need from the land to live. There are lots of caribou and trees, and we've always lived off the land."; "I think we should quit trying to find life on other planets. It's just a big waste of money.") Listens to the ideas and opinions of others and may incorporate those into own understandings ("Jack says that his grandma says that long ago people didn't have rotten teeth or diabetes because they didn't eat junk food. That's another good reason to eat traditional food!")</p> <p>Looks at things such as reliability of source (print, media, online), date of publication, and if the information is supported in other sources ("This is from the National Geographic website, so I think the information is correct."; "This is from one of my mom's magazines. There are stories about aliens and other stuff like that in there, so maybe this stuff isn't true, either."; "This is an encyclopedia, so the information must be true, but it was published in 1979, so maybe there's been more research since then.") Considers if the information is relevant to the inquiry.</p>
<p>Organization</p>	<p>Organizes and reorganizes ideas and information in a variety of ways</p>	<p>Reorganizes ideas and information to create an image or effect, (line breaks and white space in poetry, information on posters, arrangements of charts or graphs, video sequences, graphics and information placement and animation sequence in PowerPoint) or to enhance the message (rearranges layout of expository text into frames or blocks, experiments with different genres to emphasize the message).</p>

<p>Participation and Classroom Community</p>	<p>Begins to discuss the strengths and limits of various forms and genres</p>	<p>Can identify what the communication strengths are for various genres, as well as how certain genres might not be best suited to certain kinds of messages (“I really like writing on my blog, but I know that only the people who are interested will read it. I need to find a better way to get the “Hay River Clean Up” message out there!”; “My sister’s getting married and they’re spending a whole lot of money on fancy invitations. My mom says it’s because it’s such an important event, and people will know it’s important because they got a special invitation.”; “I can’t decide if I want to turn this “small moment” idea into a memoir or a poem – I can get such good images and feeling with a poem, but I can’t include all the really good details like I could in a memoir.”)</p>
	<p>Chooses and uses graphic organizers with guidance</p>	<p>Picks graphic organizers that are a suitable match to chosen form or genre (“I want to write this as a persuasive piece, so I’m going to use this Power Thinking outline organizer.”; “I think I want to compare the two main characters in the book so I think I should use a Venn diagram.”; “I said I wanted to write about my grandmother’s life, and Ms. Butler said I could collect my information on a timeline.”).</p>
	<p>Begins to reflect on personal responsibility to the group and to the task</p>	<p>Can talk about own performance in group work and specific tasks (“I helped pick out the key ideas and I found a book with good pictures.”; “I made sure that everyone shared their favourite quote in the chapter.”; “I gave my ideas and talked about others’, too.”). Can identify what s/he needs to do to improve performance in next group task, with support (using pre-set criteria developed in class, or developed by the teachers)(“I think I need to not fool around as much next time, because we were off task sometimes.”; I think I could be better prepared for our next Lit Circle. Everybody else had their ideas marked with sticky notes, but I didn’t do anything like that.”).</p>
	<p>Uses appropriate roles for tasks assigned to group</p>	<p>Understands that not all group roles are needed for every task (for example, there’s no need for a recorder in a small group literature discussion). Understands the group roles well enough to decide what roles are needed for particular tasks (“We should have a time keeper and a discussion leader for our Lit Circle discussion.”; “We need a recorder to keep track of our ideas, an Encourager to make sure everyone gets a turn to talk, and a Presenter to share our thinking with the class.”).</p>

<p>Reflection and Metacognition</p>	<p>Sets goals and begins to set criteria to assess those goals</p> <p>Reflects on learning experiences through prompts or guided questions</p> <p>Requests and offers constructive feedback</p>	<p>Is able to set goals relating to process and/or product (“I want to work on reading more poetry next term.”; I think my writing needs better leads. I want to work on that.”; “I want to work on making better inferences – learning to read between the lines.”). Can set some criteria (with support) to evaluate progress towards those goals (“I’m going to keep track of everything I read this term,”; “I’m going to use the rubric we made as a class to check my leads in my writing.”; “I’m going to use sticky notes to track my thinking, and then see if my inferences are getting better.”).</p> <p>Keeps a learning log or response journal, and responds to familiar prompts or guided questions (“This connection helped me understand...”; “The strategy I used to help me figure out this word ...”; “ I chose this graphic organizer because...”).</p> <p>Works with peers in small groups to offer comments about process (group work, discussions, writing and reading process, etc.) and products (presentations, written work, representations).</p>
--	---	--

Expressing Language	Essential Outcome Statements	What it might look like in the classroom
Content and Ideas	Describes similarities and differences between own and others' ideas	Can talk about similarities and differences, record in a graphic organizer (T-chart, Venn diagram), or write about them (response log, compare/contrast paragraph); ideas may be in response to text or discussion, or original ideas for text
	Focuses a topic by integrating ideas from experiences and other sources	Is able to use ideas and experiences from other texts and people to "fine tune" a topic; is able to use ideas from other sources to add context and specifics
Forms and Organization	Creates original text	Writes, draws, and represents in a variety of fiction and non-fiction genres; uses the writing process to pre-write, draft, revise, and edit, with support as needed. Uses content from mini-lessons to enhance own text.
	Chooses forms that are appropriate to a variety of audiences and purposes	Considers the audience and purpose for writing and selects forms that are suited to the communication ("We need to write something for Mrs. Morin for her new baby. We thought a funny poem might be a good idea."; "We're going to do a PowerPoint to show the steps we used for our science experiment."; "I have to tell about how life is different now than it was 100 years ago – I can't decide between a timeline and a T-chart. The time line shows the whole time span, but the T-chart makes really clear comparisons.")
	Uses experiences with receptive and expressive language as models for organizing own work	Uses familiar structures from books, movies, TV, music, drama, and other text sources as a basis for own text organization ("We're writing about how we hate bologna sandwiches, and we're doing it like Dr. Seuss!"; "We're helping Mrs. Routledge put together a welcome letter for the kids coming to grade five next year, and we're writing the "Top Ten" reasons why grade five is great, just like on that TV show."; "I'm going to write new words to this song so I can sing it at the talent show.")
Words and Language	Explains how an author uses words to create sounds or images and the techniques used express his voice	Can pick out specific words and phrases that create vivid images ("When Cornelia Funk describes the canals in Venice, I get a perfect picture in my head – 'The canals, gleaming in the sun, dappled the ancient brickwork with gold!'; "I love the way way Gordon Korman describes the captain as having 'a rugged leathery face that looked as if it had been rubbed against every coral reef in the seven seas'. I can just imagine what he looked like.")

	<p>Describes how language is used to create humour</p>	<p>Can explain how multiple meanings of words, nonsense words, and puns can create humour (“I like the way Roald Dahl makes up such funny names for things in <u>The BFG</u>.”; “The part with Alice and the Gryphon and the Mock-Turtle is really funny – ‘taught us’ and ‘tortoise’, and the ‘uglification and derision’.”; “I thought it was really funny when they all got mixed up with the dishes when Hank Zipzer made the enchiladas.”)</p>
Revision	<p>Determines relevance of information and ideas within subtopics and addresses information needs to complete representation</p> <p>Revises for content, organization, and clarity</p>	<p>Considers if supporting details are consistent with the main idea being presented and deletes information that is not relevant to the topic. Makes sure that all key ideas are included (using earlier plan or graphic organizer as a reference) and adds any necessary ideas of information. (“This part about how dolphins can be trained in shows and stuff is interesting but it doesn’t really fit with the rest of the stuff because it’s all about wild dolphins”; “When I checked this over, I found out I didn’t write anything about the old Bomardiers, and that’s part of my timeline of ski-doo history, so I need to back and add that.”)</p> <p>Can use suggestions from peer and teacher conferences to rework content to make it clearer or more powerful; experiments with reorganizing parts of text to add interest or impact; reworks sections that are unclear to make the message easily understood. Revision skill development requires min-lessons on key aspects (strong leads, clear message, logical sequence, etc.), conferencing, and lots of contextual practice (using own work and revising with guidance)</p>
	<p>Participates in developing criteria that can be used to suggest revisions</p>	<p>Based on mini-lessons on different aspects of revision, class develops some key ideas and/or questions to help determine the need for revision and what things to consider when making suggestions. A clear understanding of the criteria will also help students with their own independent revision process</p>
Presentation	<p>Prepares and shares presentation that engages the audience</p> <p>Uses appropriate gestures, facial expressions, emphasis, and pacing when presenting information</p>	<p>Presents work at authors’ evenings, assemblies, learning fairs (science fair, Historica), parent evenings, and other school events.</p> <p>Speaks loudly enough to be heard, looks enthusiastic about material. Uses intonation and pacing for emphasis.</p>
Conventions	<p>Cites references using authors’ names in alphabetical order, titles,</p>	<p>Organizes text references alphabetically by author’s name; uses</p>

	<p>and publication dates</p> <p>Writes legibly, and can use a word processing program when composing and revising</p> <p>Edits to eliminate fragments and run-on sentences</p> <p>Uses a variety of spelling patterns, strategies, and resources; predicts spelling of unfamiliar words and uses resources to confirm correctness</p> <p>Uses capitalization and punctuation correctly, including compound sentences, headings, and titles, when editing and proofreading</p>	<p>specific website references including date the material was accessed; cites audio/video references</p> <p>Handwriting is easy to read and is produced at an adequate speed; uses the computer to draft and revise material</p> <p>Can identify and correct errors in sentence construction. This editing skill requires mini-lessons around sentence syntax as well as conferencing and lots of contextual practice (using own writing) with support as needed</p> <p>Generally spells most words correctly; errors show incorrect application of spelling rules and patterns. Uses spell-checker on computer as well as dictionary and environmental print when needed. Spelling attempts of unfamiliar words show use of morphemes, word patterns, syllabication, and/or strategies</p> <p>Can self-edit for capitalization and punctuation. This editing skill requires mini-lessons around capitalization and punctuation rules as well as conference and lots of contextual practice (using own writing) with support as needed</p>
--	---	---