

Reading Assessment in Grade Five

Category	Reading Benchmark	What it Looks Like	How it Can be Monitored
Personal Perceptions, Attitudes, and Interests	Integrates others' opinions and ideas into own understanding	- participates in discussions about texts, shares own ideas and opinions, and incorporates ideas and opinions from others ("I thought that Shade was a trouble-maker and that's why he got the colony into trouble, but then I talked to Marcie, and now I think maybe he was just really curious about everything.")	- reading responses, literature circle discussions
	Compares and contrasts self and own culture to those portrayed in texts from other cultures	- recognizes similarities and differences in groups and cultures portrayed in a variety of texts ("I can't imagine what it must have been like for the Jewish children hiding in that French school – I would have been so scared."; "I'm adopted, but that happened when I was little. I think it would be harder if you were as old as Anne was when she went to live with the Cuthberts."; "Even though Hogwarts is a very different school, they still have some of the same kinds of kids as we do – smart ones like Hermione, sports guys like Harry, and bullies like Malfoy.")	- reading responses, literature circle discussions, graphic organizers
	Chooses appropriate reading material; can identify text that can be read independently	- picks books that can be read independently and with good comprehension; reads a variety of texts	- reading logs, anecdotal observations
Comprehension	Applies current understandings and/or conclusions to new contexts	- continues to build schema for material being read (adding to prior knowledge); uses what is currently known or understood to help understand new materials ("I know that the Nazis were looking for any Jewish people who might be hiding. Will the French people who are hiding the ten kids in the school be sent to the death camps, too, if the Nazis find out they've been hiding the Jewish children?")	- reading responses, conferencing, literature circle discussions
	Seeks others' points of view through text	- explores different points of view around a particular topic through different texts ("These two books are both about friendship – Stanley and Zero look out for each other at Camp Green Lake, and Tanya helps Mandy when she runs away from the bullies at school. But Tanya pushes Mandy into doing things she knows are wrong; that doesn't seem like Tanya's being much of a friend.")	- reading responses, conferencing, graphic organizers
	Integrates and describes new ideas and information into personal understanding	- can talk about how new ideas and understandings from texts and discussions have changed own personal understanding/schema of topics ("I've seen stuff about war on TV, but I never thought about what it's like for kids. Reading <i>Zlata's Diary</i> made me understand more about how war can change everything that you have known all your life.")	- reading responses, literature circle discussions
Processing Words and Other Text	Identifies text elements (photographs, indices...) and techniques used to emphasize	- uses headings, type and formatting changes, index entries and other elements and techniques to determine importance and meaning in text ("I think the shape of this poem – the way it's written	conferencing, reading responses, literature circle discussions

Features	text and uses them to construct and confirm meaning	in this curl – helps me understand that there’s always some things we don’t know everything about.”; “The way the author repeats this line in the poem gives me a picture in my head of melting ice cream.”; “The photographs of the flood in Manitoba helped me to understand what they meant when they talked about ‘sandbagging’.”)	
Fluency	<p>Reads grade appropriate new text with fluency (110 – 150 words correct per minute)</p> <p>Attends to end punctuation, word boundaries, capitalization, apostrophes, quotation marks, and commas when reading aloud or silently</p>	<p>- reads aloud with appropriate pacing, inflection, intonation, and expression</p> <p>- uses punctuation cues to help construct and confirm meaning in text, to make the text “sound right”</p>	<p>- running records, anecdotal observations</p> <p>- running records, anecdotal observations</p>
Metacognition and Reading Strategies	<p>Sets personal goals to enhance reading</p> <p>Explains how an author uses words, techniques, or elements to create sounds or images</p> <p>Describes how humour is created using language and visual imagery</p>	<p>- through conferencing with peers and/or teacher, determines areas of strength and challenge in the reading process, and sets goals for improvement (“I think I need to spend more time activating my schema before I start to read, so I can have a better idea of what to expect when I’m reading.”; “ I want to get better at noticing when I’m not understanding what’s happening in the book. Sometimes I keep right on reading the words even though I don’t know what’s happening.”)</p> <p>- can give examples from text to show how an author creates visual and auditory images (“When I read this poem about the ice cream cone, all the little double words like lick lick, and drip drip make me see the ice cream melting.”; “The way Jane Yolen writes about the moon on the snow when they go out at night gives me a great picture in my head.”; “I can just see the pig tail coming out on Dudley when Hagrid catches him eating the cake!”)</p> <p>- can give examples from text where the descriptions and the visual images they produce can be funny (“My favourite part is where the BFG tries to explain why the bubbles in the frobscottle go down instead of up, and Sophie finally figures out what whiz-popping is!”; “I think the part where the Boy/Mouse runs up the chef’s pant-leg is too funny – especially when he describes how the guy is jumping around and yelling.”)</p>	<p>- conferencing, reflection journal or notes</p> <p>- conferencing, reading responses, literature circle discussions</p> <p>- reading responses, literature circle discussions</p>