

# Grade 5 Reading

## Additional Samples

The BC performance standards for Grade 5 reading consist of rating scales that describe student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 5 reading included here generally show two examples of student work for each task:

- one that meets expectations at a minimal level
- one that fully meets expectations

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## Grade 5: Reading Literature

### ***Sample 1: Reading Conferences***

#### **Context**

The teacher in this classroom tries to conference with two or three students each time students are asked to read independently. As the teacher is conferencing with students, the rest of the class is engaged in individual reading comprehension and response activities.

Before reading *Josepha: A Prairie Boy's Story* by Jim McGugan, students worked in small groups to research what life was like on the Canadian prairies 100 years ago. Students shared their information with the class.

#### **Process**

As the class began to read *Josepha*, the teacher used reciprocal questioning for the first few pages: students would read a page of the story, then take turns asking and answering various kinds of questions. They then finished reading the story independently.

After reading, students met with partners to create a story map and identify “big ideas” (e.g., friendship, problems of being an immigrant, life long ago). After discussion, they wrote journal entries:

- identifying what they thought was the most important idea in the story and why
- telling about an event or time in their life that connected to the ideas, characters, or events in the story

While students worked on their story maps and journal entries, the teacher conducted individual reading conferences with two students.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### *Teacher's Observations*

This student was able to read the story independently, but missed some key ideas (e.g., the student thought that the boys were brothers, rather than friends). The student was relatively inflexible about reading strategies, but was able to demonstrate using context to make sense of unfamiliar language.

- identifies reading problems or challenges, but has difficulty adjusting strategies
- responses are usually accurate; are vague or incomplete in places
- makes some logical inferences about characters' feelings
- makes several personal connections that are direct, concrete, and obvious (e.g., "I went on a field trip to see an old fort." "It is different because we have more appliances.")

**Note:** The following is a transcription of the conversation between the teacher and the student.

### **Strategies and Approaches**

*Tell me as much as you can about how you went about reading this selection.*

I just stuck my finger under the line and I went through the whole story like that. It helps me read because it keeps me where I am.

*Was this story easy or hard for you to read? Tell me why.*

It was easy because I've read way harder stuff than this. I've read chapter books with lots of pages. One of my favorite chapter books was *The Plant That Ate Dirty Socks*. This wasn't hard because the print was big.

*What did you do when you ran into trouble with a word?*

Well, like there was this word in the story —BAGGINK—and I just sounded it out. I still don't know what the word means, but it has something to do with dollar day. I just guessed it had to do with a day he got money.

### **Accuracy, Comprehension**

*What kind of person was Josepha? Can you think of evidence from the story to support your answer?*

He made toys with his Swiss army knife, and he took care of his younger brother. He was really kind. He saved up money for boots, and he saved them for when he really needed them.

*Can you think of a time in the story when he was kind?*

When he was helping his brother, taking care of him and keeping him warm in their little shack.

*What did you learn about what life was like living in the olden days? Give details from the story to support your answer.*

It was harder because he had to do stuff he hasn't even learned before. And in school he got sent to a younger grade than him. That was hard because the older kids who were in the higher grades would tease him. They weren't very kind at all.

*Anything else about growing up in the olden days?*

They didn't have separate desks and they barely had clothes. They had to have bare feet because some of the people didn't have enough money to afford it.

*Why did Josepha give his friend his knife?*

As a gift because he wanted his friend to be happy and he wanted to give him a gift.

*How do you think Josepha felt in this story?*

I think he would have felt proud of what he produced so far. He produced a living of being able to buy the Swiss army knife and the shoes and getting enough money to get a little shack.

## **Response**

*What do you think about this story?*

I think it was a good story and it would be good for kids younger to read it so they would understand how it would feel to be in the olden days and see how it would be in the olden days.

*What did it make you think about? Any memories, questions, or other ideas that came to your mind while you were reading?*

Not really.

*Did you make any connections with an experience you've had in your life?*

Yeah, when I went on a field trip to see an old fort. We saw old canoes made out of red cedar and tools they used in the olden days. We got see how they made wool and we made our own bracelets out of red cedar.

*Has anything like this happened to you?*

No.

*Think about when the other kids left Josepha out. Has that ever happened to you?*

Yeah, when our principal said the little kids have to play on one place on the playground and the big kids have to play in another place on the playground. If we did play with them he would sent the supervisors to stick the kids where they were supposed to go.

*How is Josepha's life the same as or different from yours?*

It is different because we have more appliances and we have electricity and we have a big house and we are healthy.

*Is there any way that Josepha or his life might be the same as yours?*

Yeah, kind of. When the big kids are around us at school, they tease kids. They make fun of kids. And my big brother sometimes makes fun of me. Josepha gets teased by the same grade as him but they are smarter.

## FULLY MEETS EXPECTATIONS

### *Teacher's Observations*

The student was able to read the story independently and required little prompting to answer the teacher's questions accurately and completely. The student described some effective reading strategies.

- checks for understanding; adjusts strategies
- responses are clear, complete, and based on accurate information from the selection
- accurately describes main characters and events in some detail
- makes inferences where appropriate; shows insight into characters' feelings
- makes several personal connections that are direct, concrete, and obvious

**Note:** The following is a transcription of the conversation between the teacher and the student.

### **Strategies and Approaches**

*Tell me as much as you can about how you went about reading this selection.*

I try to concentrate on what I am reading. Sometimes I go back and read part of the story again if I didn't understand it. I always look at the pictures to help me figure out what the story is about.

*Was this story easy or hard for you to read? Tell me why.*

It wasn't a hard story to read, but sometimes I had to read parts again to figure out the meaning. It didn't always tell you exactly what it meant. Sometimes you had to make a guess because it wasn't written in the story.

*What did you do when you ran into trouble with a word?*

If I get to words I don't know, I read the whole sentence or paragraph and this helps me know what it means. Sometimes you can figure out what a word is by finding a smaller word in it.

### **Accuracy, Comprehension**

*What kind of person was Josepha? Can you think of evidence from the story to support your answer?*

Josepha was a very kind and playful person. In the story there are lots of times he was dancing or humming. Like the time he was humming to the wheels of the wagon. Or the time he was dancing with his sisters. He also was a good friend when he protected those younger kids from the bullies. No older kids bothered the younger kids when Josepha was around.

*What did you learn about what life was like living in the olden days? Give details from the story to support your answer.*

They rode on wagons to get to school. The people were farmers and I don't think they had a lot of money. Josepha's friend had to put newspaper in his shoes. I think they bought them too big so they would last. Their houses were different than ours and they didn't have electricity. Josepha lived in a shack and they ate their dinner in the dark to save the gas in the lights. The kids who didn't speak English had to sit with the younger kids to learn English. I think this would be really embarrassing.

*Why did Josepha give his friend his knife?*

I think the knife meant a lot to Josepha and he gave it to his friend so he would always remember him.

*How do you think Josepha felt in this story?*

I think he felt different feelings in different parts of the story. I think he felt happy when he was playing with his friend and when he was carving things. I think he felt embarrassed and frustrated in school when kids made fun of him because he couldn't speak English. I don't think he should have to sit with Primary kids just because he didn't speak English. He should have been able to sit with kids his own age.

## **Response**

*What do you think about this story?*

I liked the story because it is what we are studying about in social studies. It made immigration seem more real.

*What did it make you think about? Any memories, questions, or other ideas that came to your mind while you were reading?*

Yes, one thing I was thinking about while I was reading the story was how my mom bought me hockey skates that were too big for me so they would last the whole year, so she didn't have to buy new ones until next year. I just wore extra socks until they fit just right. That was just like the boy in the story who had to put newspaper in the toes of his brown shoes. I think it was for the same reason as me and my hockey skates.

*Has anything like this happened to you?*

In our school, sometimes kids get teased for not speaking English. Sometimes I get teased by older kids and I really hate it.

*How is Josepha's life the same as or different from yours?*

His life is mostly different than mine because we have electricity, I speak English really good, I don't have to sit with younger kids in school, I live in a house and not a shack, I have sandwiches for lunch not boiled potatoes, and I have shoes and boots so I don't have to go in bare feet unless I want to. Also Josepha knows how to carve things and I don't.

Josepha's life is the same as mine because we both go to school, we both live on a farm, and we both like to play.

## **Grade 5: Reading Literature**

### ***Sample 2: Using a Graphic Organizer***

#### **Context**

The teacher in this class emphasized and often modelled self-monitoring and self-correcting while reading. Students were also given frequent opportunities for guided practice, working in pairs or individually.

Students were accustomed to using a variety of graphic organizers to record and organize information and ideas. They had previously used the organizer in this activity to summarize other stories.

#### **Process**

The teacher reviewed using the graphic organizer by working with the class to complete each section for a familiar story, “Cinderella.” The class also talked about the importance of self-monitoring and self-correcting (e.g., checking to make sure a selection, section, or word makes sense; looking for more information when it doesn’t; listing different possible interpretations or answers).

The students were instructed to read the story independently and complete the graphic organizer. The teacher emphasized the importance of:

- expanding responses with details
- using examples from the story to support the ideas

The teacher observed students as they worked, making notes about how students approached the task and providing assistance as needed.

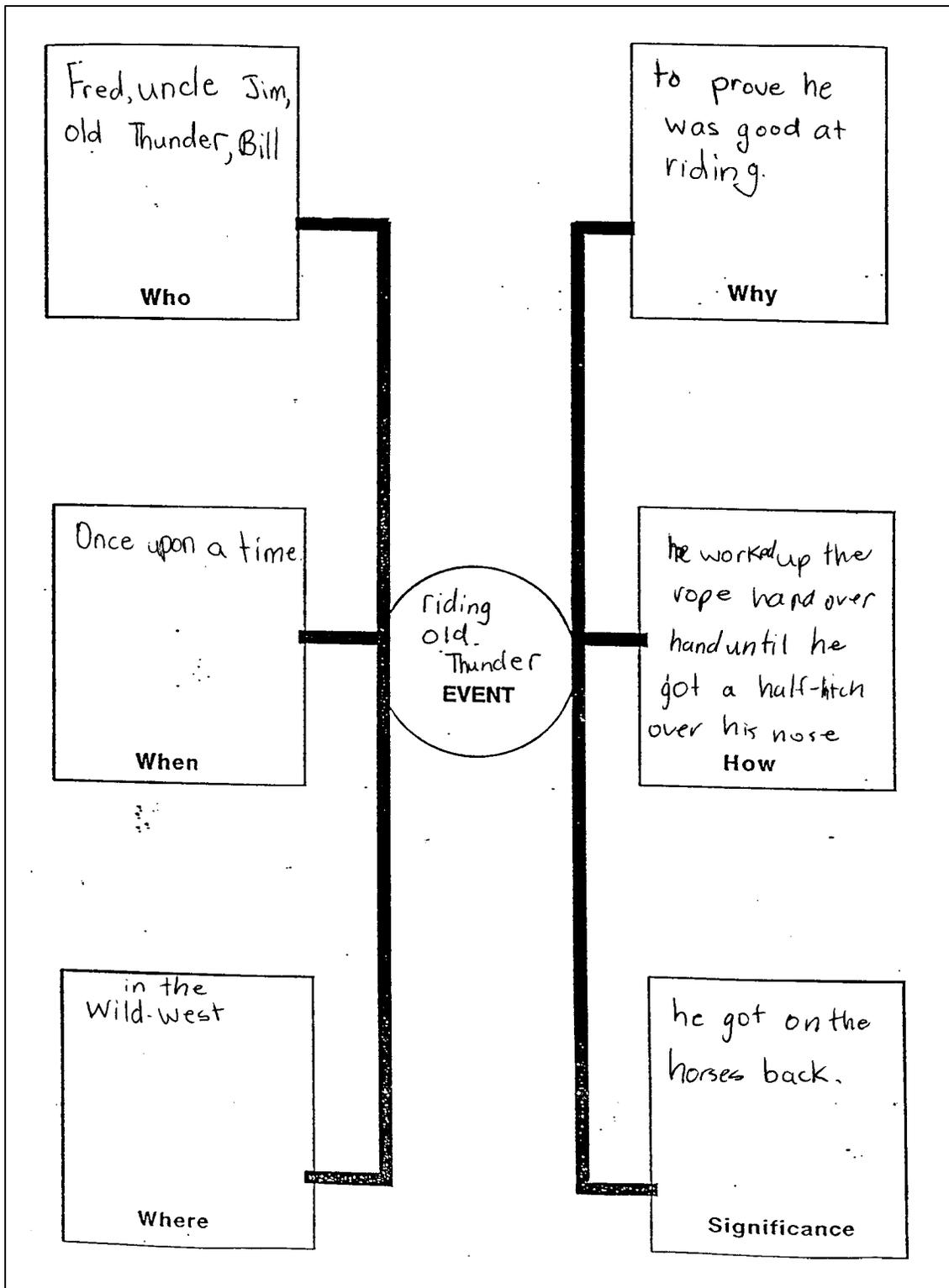
After completing the task independently, students worked with the teacher to create a collaborative response, discussing and evaluating various possibilities for each category.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### *Teacher's Observations*

This student read the selection independently, stopping occasionally to ask for help with unfamiliar words (e.g., *bronco*, *tethered*, *half-hitch*, *buck*). With prompting, the student was able to use context clues to figure out approximate meaning for these words. The student included accurate information in the web, but was often vague and missed the importance to Uncle Jim of being accepted by the ranch hands.

- uses context clues with some success if prompted
- responses are usually accurate; vague or incomplete in places
- identifies most main events and characters, and can provide some detail
- interprets most literal information accurately

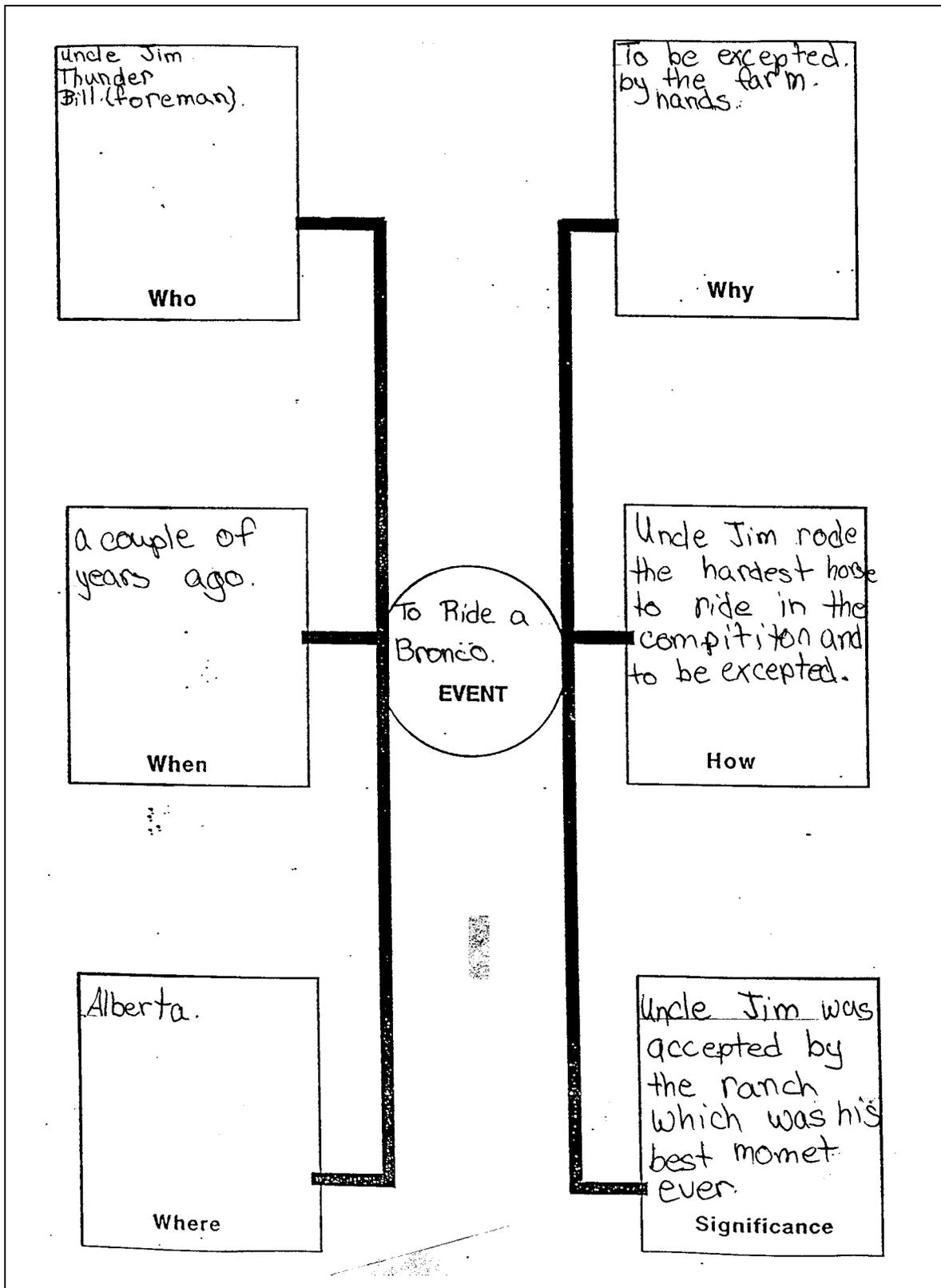


## **FULLY MEETS EXPECTATIONS**

### ***Teacher's Observations***

This student was able to read the selection and complete the web independently. The teacher noted the student rereading to figure out unfamiliar words and once referring to a dictionary. The student's work is complete and accurate.

- uses context clues and dictionaries to figure out unfamiliar words
- responses are clear, complete, and based on accurate information
- accurately describes main characters and events in some detail
- makes inferences where appropriate



## **Grade 5: Reading for Information**

### ***Sample 1: Notes on Tiger Beetles***

#### **Context**

The students in this class had practised a variety of ways of making notes about information they read and had used the format shown in this sample several times. They completed this activity during a unit on insects.

#### **Process**

The teacher explained that students were going to demonstrate what they had learned about understanding and recording information by reading a new article and completing their notes independently. The teacher distributed an article on tiger beetles and the task, and outlined the following expectations:

- include as much detail as you can, with examples from the text to support your ideas
- write your explanations in your own words
- in your drawing, use labels and include details

Students worked independently. The teacher observed and made notes about specific strategies used, providing assistance as needed. After completing the activity, the class discussed:

- any challenges or difficulties they encountered
- the strategies they used—what worked?
- other strategies they could have used to improve their work

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### *Teacher's Observations*

This student provided some accurate information, but answers are vague or incomplete in places. While reading, the student had difficulty with some words and was unable to figure them out (e.g., *swiftly*, *bronze*, *vertical*, *lair*, *crouched*).

- responses are usually accurate, but are vague and incomplete in places
- identifies most main ideas
- identifies some relevant details; misses some key details
- makes simple notes, but omits a great deal of information
- interprets most literal information accurately

**EVENT**

Information on Beetles

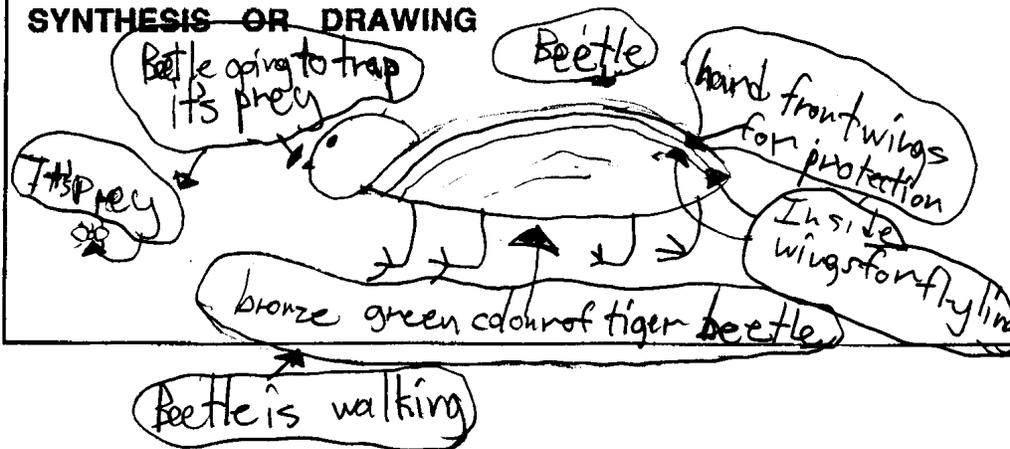
**CAUSE OR METHOD**

First it tells us about the wings (wings for flying are called gauze and a hard shell wings for protection and how they run, colours, were they hunt) the legs, how it gets its prey, what it eats, how it eats,

**RESULT**

The result is the beetle eats its prey I learned there are a lot of steps to the beetle getting and eating its prey

**SYNTHESIS OR DRAWING**



## **FULLY MEETS EXPECTATIONS**

### ***Teacher's Observations***

The teacher noted that this student was able to figure out unfamiliar words (e.g., *lair*), but needed prompting to try various strategies.

- rereads and skims to find specific details
- responses are clear and complete
- accurately identifies main ideas
- identifies relevant details
- accurately interprets literal information

## EVENT

- Information on (Tiger) Beetles.

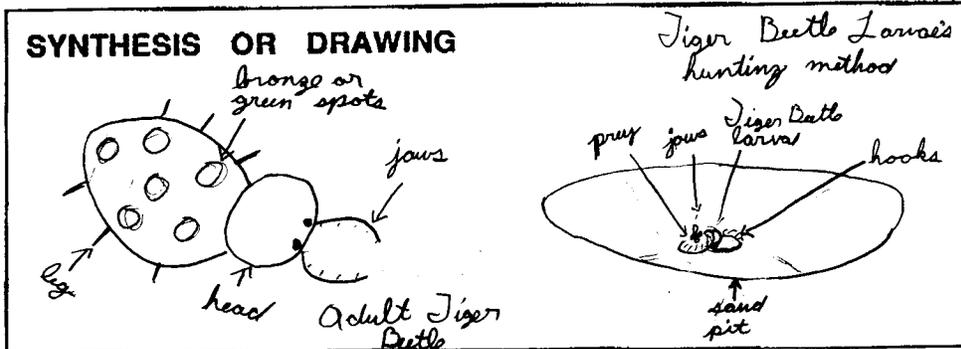
## CAUSE OR METHOD

- Beetles have two pairs of wings, although they usually don't fly.
- Tiger Beetles often do fly to catch flies on sand banks or sunny roads.
- Adults are spotted or striped in bronze or green.
- Tiger beetle larvae blend in with the sand in its pit and uses the same method as a steel trap to catch prey.

## RESULT

- Tiger Beetles are different from other beetles because they fly frequently.
- The Tiger Beetle's larvae has a very interesting and unique way of hunting.

## SYNTHESIS OR DRAWING



## Grade 5: Reading for Information

### ***Sample 2: Comprehension Questions***

#### **Context**

The teacher in this classroom tried to provide a wide variety of reading materials on topics and issues of interest to the students. These were usually presented as integrated reading-writing-speaking-listening activities. The teacher frequently modelled and provided guided practice in skills such as:

- identifying the author's purpose
- finding evidence
- comparing the author's ideas with own ideas
- combining information from two sources
- summarizing information (orally and in writing)
- writing short reports

#### **Process**

In small groups, students brainstormed lists of products that use Velcro, then met as a class to create a collaborative list. The teacher explained that they were going to work independently to read and answer questions about a short article on Velcro and reviewed some of the strategies for reading information that they had practised.

The teacher emphasized that they should:

- answer each question as completely as possible
- include details to make their answers clear and complete
- use specific examples from the selection to support their answers

Students worked independently. The teacher observed four students and made brief notes on a class list about the strategies they appeared to use and the way they dealt with the activity.

The teacher used this activity not only to evaluate students' reading skills, but also to introduce a research unit in which students worked in groups to research relatively recent inventions and present their findings to the class.

## **MEETS EXPECTATIONS (MINIMAL LEVEL)**

### ***Teacher's Observations***

This student needed encouragement to complete the task. The work is accurate, but includes little detail.

- responses are usually accurate, but are vague or incomplete in places
- identifies most main ideas
- identifies some relevant details; misses some key details
- interprets most literal information accurately

Give 5 facts about the invention of velcro that you learned from your reading. At first, people didn't want velcro on their shoes. A biologist invented velcro. The fuzzy side were hooks, burs cling. They were flimsy.

2. What inspired the invention of velcro?

Little hooks on burs.

3. Use two words to describe George and tell why you chose them. Swiss Inventor. I chose them because he's an inventor and it describes him.

## **FULLY MEETS EXPECTATIONS**

### ***Teacher's Observations***

This student read and completed the task independently. The work is clear, complete, and accurate. The teacher noted the student reread the second paragraph slowly to make sure of understanding.

- checks for understanding; adjusts strategies to deal with specific problems
- rereads and skims to find specific details
- responses are clear and complete
- identifies relevant details
- accurately interprets literal information; makes inferences

Imitating Nature  
by Laurel Sherman

1. Give 5 facts about the invention of velcro that you learned from your reading.

- it took him 800 years to invent velcro.
- the fuzzy side had to have 300 loops to hold.
- the hooks had to be shaped by nylon thread.
- glue had to hold the loops
- "Velcro" "Velvet" for the first part and "crocet" (hook) for the last part

2. What inspired the invention of velcro?

The invention of velcro was inspired by burs getting the attention of George de Mestral by sticking to his wool socks and to his dog's fur, so he took it home looked at it and invented velcro.

3. Use two words to describe George and tell why you chose them.

Smart. Creative. I chose these words because I would never have thought of the burs being usefull and if I did I would never think of inventing something out of it.