

Reading

GRADE 5

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Reading Literature

The study of literature is at the heart of English language arts. In Grade 5, students apply their reading skills to interpret and respond to an increasing range of children’s literature in which they encounter a variety of characters, events, and ideas. These experiences can enrich their lives and become a lifelong source of enjoyment.

MATERIALS

Most of the literature that Grade 5 students read has been written for children their age. However, they are often asked to read folk tales and other traditional literature from a variety of cultures. The following suggestions indicate the range of literature and level of challenge appropriate for students in Grade 5.

- ◆ traditional stories such as folk tales (e.g., *Stone Soup*; *The Rajah’s Rice*)
- ◆ realistic stories about friends, families, or animals (e.g., stories by Jean Little, Jan Andrews)
- ◆ adventure stories and novels
- ◆ sports stories (e.g., stories by Matt Christopher)
- ◆ historical fiction (e.g., *Josepha* by Jim McGugan)
- ◆ children’s novels (e.g., *The Midnight Fox* by Betsy Cromer Byars, *Bridge to Terabithia* by Katherine Paterson, *Where the Red Fern Grows* by Wilson Rawls. See the Educational Resource Acquisition Consortium website at www.bcerac.ca/ and the Ministry of Education website at www.bced.gov.bc.ca/irp_resources/1r/resources/res_main.htm)
- ◆ short narrative and descriptive poems (both rhyming and free verse)
- ◆ humour in a variety of forms, including novels, stories, and cartoons (e.g., parodies, stories by Roald Dahl)

TYPES OF TASKS

In Grade 5, students explore a variety of ways of responding to, interpreting, and analyzing the literature they read. They are frequently asked to:

- ◆ write response-journal entries
- ◆ create visual representations (e.g., posters, image banks, storyboards)

- ◆ write summaries
- ◆ write in-role as a story character
- ◆ compare characters
- ◆ participate in class and small-group discussions
- ◆ use graphic organizers (e.g., Venn diagrams, story maps, webs)
- ◆ read aloud or recite poems (as in reader's theatre or choral reading)
- ◆ participate in role-plays or dramatizations
- ◆ offer short oral or written recommendations
- ◆ create new works of their own, modelled on the literature they read

Prescribed Learning Outcomes

The BC performance standards for Grade 5 reading literature tasks reflect the following prescribed learning outcomes from Grade 5 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read fluently and demonstrate comprehension of a range of grade-appropriate literary texts [B1]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ select and use strategies before reading and viewing to develop understanding of text [B5]
- ◆ select and use strategies during reading and viewing to construct, monitor, and confirm meaning [B6]
- ◆ select and use strategies after reading and viewing to confirm and extend meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to improve and extend thinking [B9]

FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ explain how structures and features of text work to develop meaning [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 5 Literature

This chart describes the general characteristics of literature suitable for most students in March-April of Grade 5.

LANGUAGE

- straightforward, conversational vocabulary
- some novels and stories feature dialect or old-fashioned speech in dialogue
- challenging or unusual words are supported by context clues
- frequently includes descriptive language to create an effect or mood
- stories and novels are often carried by dialogue, although there is an increasing amount of description
- poetry includes figurative language, including similes and personification; many poems feature strong rhythm and rhyme, although students are expected to read simple free verse as well
- variety in sentence structure and length, simple to complex

ORGANIZATION IDEAS AND

- plots tend to feature a lot of action, although relationships are becoming more important
- plots are generally straightforward, but are beginning to feature some twists and surprises
- narratives generally follow simple time order; may be some foreshadowing, but no flashbacks
- in stories and novels, the problem is solved; there is rarely any ambiguity in the ending
- generally about children their own age
- narratives feature an increasing amount of description—setting, mood, and atmosphere are often important
- often includes humour
- characters are beginning to show complexity—may be partly “good” and partly “bad,” although the hero is still easy to identify
- selections often feature a clear message
- poetry increasingly deals with abstract concepts and is often descriptive (nature is frequently the subject)

GRAPHICS AND FORMAT

- most novels have few or no illustrations
- illustrations of stories and poems are intended to enhance the text; they do not provide basic information
- type size is typically 12 point
- relatively small blocks of text, considerable white space
- novels generally range from 80 to 150 pages in length

Quick Scale: Grade 5 Reading Literature

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>With support, the student may be able to read simple and direct selections with familiar language; work is often incomplete or inaccurate.</i>	<i>The student is able to read straightforward fiction and poetry, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward fiction and poetry, and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read fiction and poetry with some complex language or ideas, and complete assigned tasks efficiently. Work often exceeds requirements.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • word skills • comprehension strategies 	<ul style="list-style-type: none"> • unable to identify problems or self-correct • may give up on unfamiliar words • ignores clues • tends to randomly guess 	<ul style="list-style-type: none"> • recognizes problems; has difficulty adjusting strategies • uses context clues if prompted • makes predictions based on story structure or genre • may have difficulty finding specific details 	<ul style="list-style-type: none"> • checks for understanding; adjusts strategies • uses various strategies to understand unfamiliar words • uses story structure or genre to predict or confirm meaning • skims and rereads for details 	<ul style="list-style-type: none"> • evaluates own understanding; chooses strategies effectively • independently figures out unfamiliar words • uses story structure or genre to make predictions and inferences • finds details efficiently
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • characters • events • retell; explain relationships • inferences 	<ul style="list-style-type: none"> • answers may be vague, repetitive; often incomplete • identifies some events and characters; little accurate detail • has difficulty retelling events in sequence • may misinterpret a great deal of the selection 	<ul style="list-style-type: none"> • answers are usually accurate; may be vague or incomplete in places • identifies most main events and characters; gives some detail • retells most events in the correct sequence • has difficulty making inferences 	<ul style="list-style-type: none"> • answers are clear, complete, accurate • describes main characters and events in some detail • retells events in sequence; explains how they are related • makes some logical inferences 	<ul style="list-style-type: none"> • answers are precise, detailed, complete • thoroughly describes characters, events, setting, and message • retells events in sequence; speculates about other possibilities • makes inferences; shows insight
RESPONSE AND ANALYSIS <ul style="list-style-type: none"> • connection to experiences and other selections • opinions 	<ul style="list-style-type: none"> • may make a few obvious connections to own experiences or other selections • offers simple reactions and opinions without support 	<ul style="list-style-type: none"> • makes direct and obvious connections to own experiences or other selections • offers simple and often vague reactions and opinions with little support 	<ul style="list-style-type: none"> • connections to own experiences or other selections often focus on feelings or ideas • offers reactions and opinions with some supporting reasons or examples 	<ul style="list-style-type: none"> • insightful connections to “big ideas” or themes • offers reactions or opinions with logical supporting reasons or examples

Rating Scale: Grade 5 Reading Literature

Student achievement in reading literature by March–April of Grade 5 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>With support, the student may be able to read simple and direct selections with familiar language; work is often incomplete or inaccurate.</i>	<i>The student is able to read straightforward fiction and poetry (as described in the chart on page 138), but may need help to complete assigned tasks. Work often lacks detail.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • word skills • comprehension strategies 	<ul style="list-style-type: none"> • may be unable to identify reading problems or self-correct; does not adjust reading strategies • may give up on new or unfamiliar words • tends to randomly guess rather than make predictions based on knowledge of story structure and genres • may guess or rely on recall rather than reread or skim for details 	<ul style="list-style-type: none"> • can identify reading problems or challenges, but may have difficulty adjusting strategies • uses context clues with some success if prompted • when prompted, uses knowledge of story structure and genre to make predictions • may have difficulty locating some specific details needed for a question or activity
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • characters • events • retell; explain relationships • inferences 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks may be vague or repetitive; often incomplete • can identify some main events and characters, but is unable to provide accurate details • has difficulty recounting events in sequence or explaining relationships • may misinterpret literal information 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are usually accurate; may be vague or incomplete in places • identifies most main events and characters, and can provide some details • recounts most events in the correct sequence; may not be clear about how they are related • interprets most literal information accurately; may have difficulty making logical inferences about characters' feelings and motivations
RESPONSE AND ANALYSIS <ul style="list-style-type: none"> • connection to experiences and other selections • opinions 	<ul style="list-style-type: none"> • may make a few concrete connections to own experiences (e.g., identify obvious similarities with a character) • with prompting, makes simple, obvious connections with other selections (often has a limited repertoire of reading or listening experiences to draw on) • offers simple reactions and opinions without reasons or explanations 	<ul style="list-style-type: none"> • may make several personal connections that are direct, concrete, and obvious (e.g., can identify ways a character is the same as and different from self) • makes some logical connections to other selections with obvious similarities (e.g., two mystery stories) • offers simple and often vague reactions and opinions; provides some general reasons or explanations when prompted

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to read straightforward fiction and poetry (as described in the chart on page 138) and complete assigned tasks independently. Work is generally accurate and complete.</i></p>	<p><i>The student is able to read fiction and poetry with some complex language or ideas, and complete assigned tasks independently and efficiently. Work often exceeds requirements of the task.</i></p>
<ul style="list-style-type: none"> • checks for understanding; adjusts strategies to deal with specific problems or features of the material • uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words; may need prompting • uses knowledge of story structure and genres to predict and confirm meaning • skims and rereads for details as required 	<ul style="list-style-type: none"> • evaluates own understanding; makes deliberate and effective choices about how to approach challenging material • independently uses context clues, word structure, illustrations, and dictionaries to figure out unfamiliar words • uses knowledge of story structure and genres to make predictions and inferences; shows insight • efficiently skims and rereads for details as required
<ul style="list-style-type: none"> • responses to comprehension questions or tasks are clear, complete, and based on accurate information from the selection • accurately describes main characters and events in some detail, often using the exact words of the selection • recounts events in the correct sequence and explains how they are related • makes some logical inferences about characters' feelings and motivations, but may be frustrated when literal information is not available 	<ul style="list-style-type: none"> • responses to comprehension questions are precise and complete, and include "between the lines" information where appropriate • thoroughly and accurately describes main characters, events, setting, and author's message • recounts events in the correct sequence; speculates about other possibilities • makes inferences where appropriate; may show insight into characters' feelings, motivations, and relationships
<ul style="list-style-type: none"> • makes and explains personal connections that often focus on feelings or ideas (e.g., can identify situations where he or she experienced the same feelings as a character in a story) • makes connections to other selections that go beyond the obvious; often connects to other subject areas; provides some evidence to explain the connections • offers reactions and opinions about poems or fictional events and characters; gives some supporting reasons or examples 	<ul style="list-style-type: none"> • makes and explains personal connections that show insight and connect to "big ideas" or themes • makes connections to other selections that show some insight into the form, language, or message; gives evidence to explain the connections • offers reactions and opinions about poems or fictional characters and events; gives logical supporting reasons or examples

Sample Task: Analyzing Character; Making Connections

CONTEXT

The teacher in this classroom often emphasized the importance of finding evidence and of making personal connections to literature. The teacher also frequently modelled strategies for the students and provided opportunities for guided practice, often with a partner or in a small group. They learned to make webs and concept maps, create evidence charts, write journal responses, and offer their ideas orally.

This activity was part of a unit on folk tales.

PROCESS

The student work on the following pages comes from two related activities. Before reading *The Rajah's Rice*, students considered the quotation by Henry Kaiser, “Problems are opportunities in work clothes,” and they offered their ideas about what it meant. After reading the story independently, students wrote journal entries telling:

- ◆ what the quotation means
- ◆ how the story illustrates the quotation
- ◆ how the story and/or quotation connect to their own experiences

Students then shared the ideas in their journals with a partner or small group. A few volunteers read their journals to the class.

The class then brainstormed to create a collaborative list of the qualities of a good problem-solver (e.g., plans carefully, looks for a pattern, calm and cool thinking, works cooperatively). Each student chose five qualities from the list (or other qualities they thought of on their own) and found evidence in the story to prove that Chandra had each of these qualities. Students completed this activity as a web.

Throughout the activities, the teacher observed, provided assistance as needed, and made brief notes about the strategies some students used.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

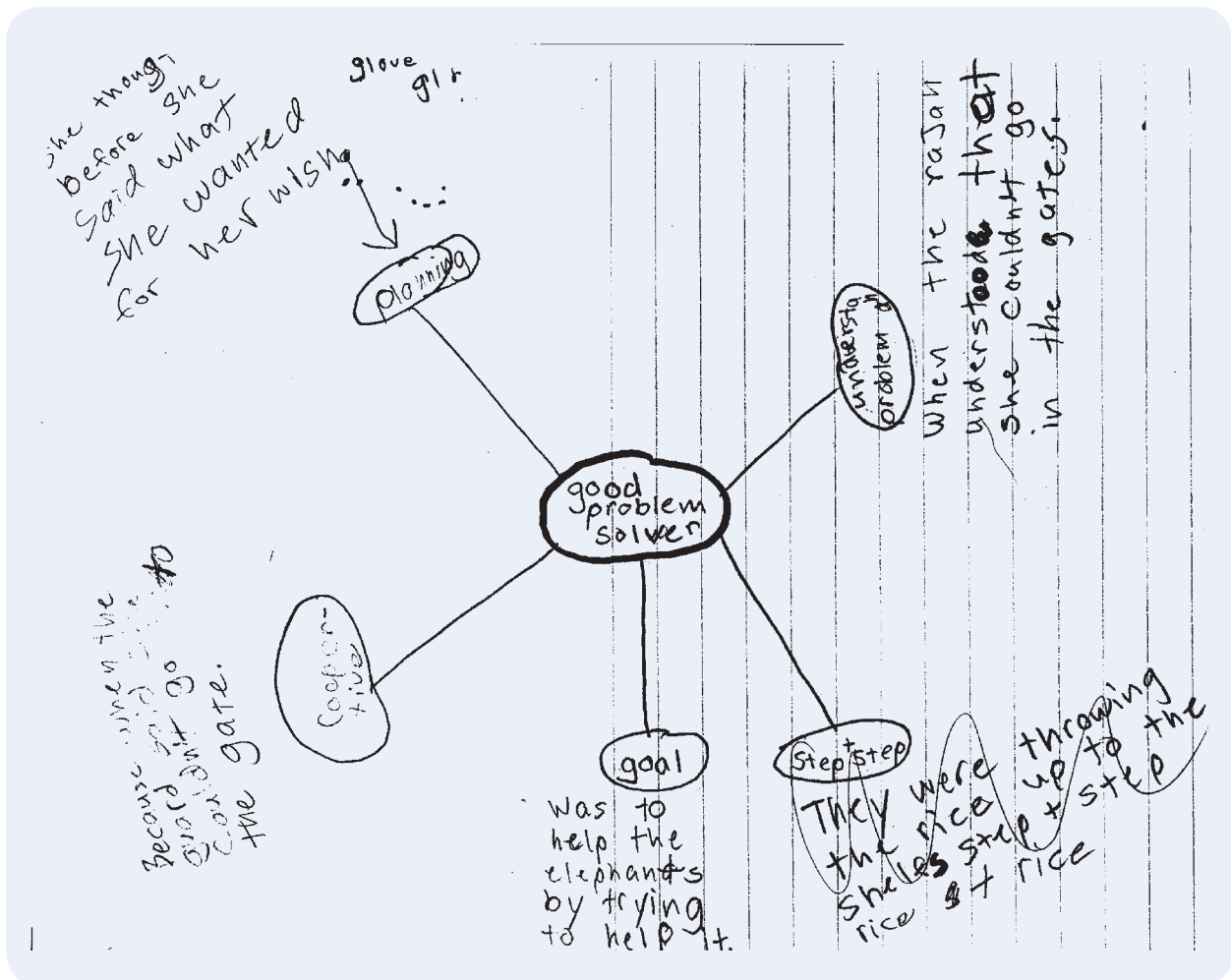
The student had difficulty reading the selection, needed frequent encouragement to attempt the task, and tended to record the teacher's suggestions with no additional information. The information provided is often irrelevant to the task.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ guesses or relies on recall rather than rereading or skimming for details
- ◆ responses are vague; often incomplete
- ◆ misinterprets some literal information

TRANSCRIPT (JOURNAL ENTRY)

One time I hade a problem with my math it was to hared I thot I was going to get them all rong but I got them all righ.



MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student shows basic understanding of the story, particularly in the written response. However, the written response does not address the basic task (connecting the quotation to the story) and makes no personal connections. The information in the chart is often vague and sometimes irrelevant.

- ◆ has difficulty locating some specific details needed
- ◆ responses are usually accurate; vague or incomplete in places
- ◆ identifies most main events and characters, and can provide some details
- ◆ interprets most literal information accurately; has difficulty making logical inferences

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT (JOURNAL ENTRY)

The first problem Chandra's town had was they were poor because Rajah had all the food for himself. Chandra didn't like that. The second problem was that Rajah had six elephants and one day all the elephants got very very ill and Rajah called seven doctors and the elephants got sicker and Rajah called Chandra and said Ow great elephant bath try and save the elephants. So she did. They all had ear infections and somehow they got better.

The third problem was Chandra's Request she didn't know what she wanted then she knew. She wanted some Rice for the town to eat and Rajah said ok and the town got what they needed.

She let the doctors do what their job was then it was her turn

Think out a plan and choosing best path

working cooperatively

Chandra thought out what she wanted and stuck with it

Understand cause of the problem

good problem solver

I know this because she said no wonder all the people are hungry

She always did her work without getting frustrated

she did not get frustrated

She was a elephant bather and cleaner

knowing what your goal is

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student demonstrates a detailed understanding of the story and is able to connect ideas in the story to personal experiences.

- ◆ responses are clear, complete, and based on accurate information from the selection
- ◆ accurately describes characters and events in some detail, often using the exact words of the selection
- ◆ explains how events are related
- ◆ makes inferences where appropriate; shows insight into characters' feelings and motivations
- ◆ makes and explains personal connections that focus on feelings and ideas

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT (JOURNAL ENTRY)

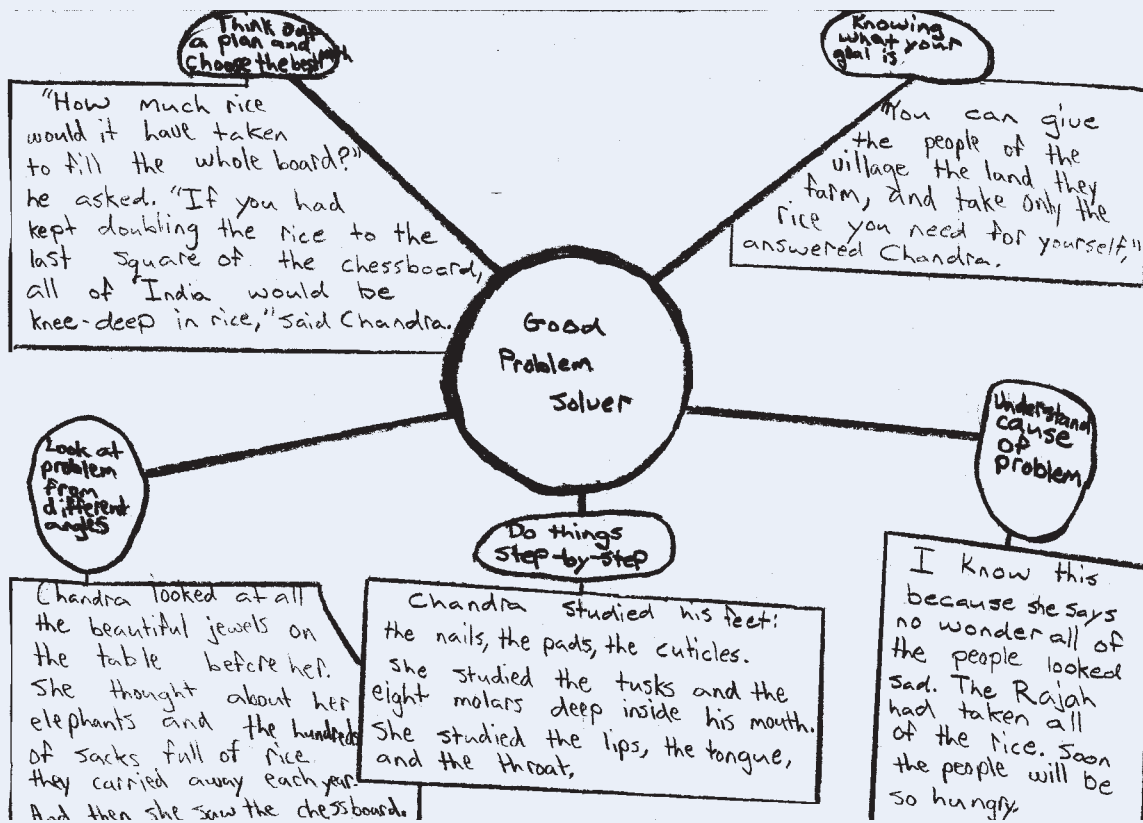
The first problem Chandra faced was the fact that the elephants were sick. So Chandra went over everything and looked at the problem as being an opportunity to make the elephants get better.

The second problem Chandra faced was when all the people in the town were going hungry. Then Chandra used all of her knowledge in numbers to find an opportunity to get all of the rice back for the town.

Last year I couldn't pitch strikes so I used the problem as an opportunity to practice and get better and it worked.

When Christopher Columbus said the earth was round everyone laughed at him. He saw the problem and used it as an opportunity to find out for himself.

Last year I couldn't back catch because I hurt my thumb. So I looked at it as an opportunity to relax and heal it for next season.



EXCEEDS EXPECTATIONS

Teacher's Observations

The student shows a thorough understanding of the story and offers some insightful personal connections. The teacher noted that the student worked relatively quickly and appeared to skim efficiently for specific information to address the task.

- ◆ efficiently skims and rereads for details
- ◆ responses are precise, complete, and include “between the lines” information
- ◆ thoroughly and accurately describes main characters
- ◆ makes and explains personal connections that show insight and connect to the theme

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

TRANSCRIPT (JOURNAL ENTRY)

If you have a problem think of it as an opportunity of new things. You should look at life positively and not negatively like Chandra she look at life positively and not negatively when the elephants were sick she thought of the opportunity and not the problem. Chandra loved elephants and numbers she use her knowlegde to fix the problem and get back the rice for the villagers. If you move to a new town and you go to a new school don't think of the problem think of the opportunity to meet new friends. If your doing bad in school think of the opportunity to do better and you will. If your in an airplane and you've never been on one think of the opportunity that you have. If you go to a new school and you don't have any friends don't just stand by yourself think of the opportunity and go ask someone if you can hang out with them.

Chandra knew that as the servants continued to lay a couple grains of rice on each square, that the pattern would continue until she had plenty of rice for everyone.

1. looks for a pattern.

Number 3

2. Knows the kind of solution they want.

5. Looks for cause of problem.

Chandra is a good problem solver

2. Though the neighbors were displeased with Chandras choice she stood tall and believe in her self for she knew in the end they would be happy with the amount of rice they were to receive.

5. The Rajah's elephants were sick and Chandra thought she could heal them. She looked at their feet, nails, pads, tusks, teeth, lips and tongue. Finally she looked in their ears and saw an infection.

P.29

4. Creative

4. Out of all the things Chandra could have had she picked the chessboard. She found away to trick the Rajah, out of all of his rice. P.29+30

3. Able To Calm Herself

3. Even though the Rajah's servants were stubborn Chandra calmed herself because

Reading for Information

Throughout their schooling and in their lives outside of school, students apply their reading skills in order to acquire, organize, and interpret information. These skills are fundamental to their success in a variety of curriculum areas. The ability to deal with technical and reference materials is also essential for success in most careers and in many leisure activities.

MATERIALS

The following suggestions indicate the range of informational material and level of challenge appropriate for students in Grade 5.

- ◆ Grade 5 textbooks (e.g., science, social studies)
- ◆ non-fiction (e.g., biographies, historical accounts, diaries, specific topics, first person accounts)
- ◆ children's magazines (e.g., *Yes Magazine*, *Cricket*, *Owl*, *Ranger Rick*)
- ◆ simple newspaper articles and special features
- ◆ reference materials (e.g., *Sound, Noise and Music* by Mick Seller, *Science Through the Microscope*, *The Complete Wilderness Training Book*)
- ◆ digital information from various sources including CD-ROMS and web sites designed for children (e.g., *Atlas of the World*, *Encarta*, *Children's Internet Sites*)
- ◆ written instructions for simple procedures
- ◆ advertising and promotional materials targeted at children their age

These materials frequently include illustrations and simple charts and diagrams.

TYPES OF TASKS

In Grade 5, students frequently perform tasks such as the following as they read, interpret, and analyze information:

- ◆ make notes in a variety of forms, including graphic organizers (e.g., Venn diagrams, webs, concept maps, charts)
- ◆ create visual representations (e.g., posters, illustrations, diagrams)
- ◆ participate in class and small-group discussions
- ◆ write or present reports based on information from several sources
- ◆ summarize information

- ◆ respond to written or oral questions
- ◆ explain why they agree or disagree with information or ideas presented
- ◆ compare information from two sources
- ◆ use information they have read in performance tasks where they make decisions, solve problems, create new products, dramatize situations

Prescribed Learning Outcomes

The BC performance standards for Grade 5 reading for information reflect the following prescribed learning outcomes from Grade 5 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read fluently and demonstrate comprehension of grade-appropriate information texts [B2]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ select and use strategies before reading and viewing to develop understanding of text [B5]
- ◆ select and use strategies during reading and viewing to construct, monitor and confirm meaning [B6]
- ◆ select and use strategies after reading and viewing to confirm and extend meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to improve and extend thinking [B9]

FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ explain how structures and features of text work to develop meaning [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 5 Informational Materials

This chart describes the general characteristics of informational materials suitable for most students in March–April of Grade 5.

LANGUAGE

- includes some specific scientific or technical terms; these are usually highlighted or in boldface type
- explains technical vocabulary, usually within the text
- some repetition of key words and phrases when new concepts are introduced
- variety in sentence structure and length, simple to complex

IDEAS AND INFORMATION

- information mostly specific and concrete; complex ideas tend to be simplified
- “signal words” make explicit the relationships among ideas (e.g., sequence, cause-effect, main idea-details)
- composed of short paragraphs
- titles, headings, and subheadings signal changes in topic
- some reference books present concept spreads with an array of related illustrations and text—there is no intended sequence to the ideas
- some information is presented in feature boxes and sidebars—not part of the flow of the text

GRAPHICS AND FORMAT

- illustrations and other graphics support and provide content
- clear relationships between text and illustrations, often supported with captions or labels
- processes are often represented graphically and in words
- includes charts, graphs, maps (with legends), or diagrams
- type size is typically 12 point or larger
- small blocks of text, considerable white space
- book sections tend to have specific functions (e.g., table of contents, glossary, unit summaries)
- books are usually 50 to 150 pages in length

Quick Scale: Grade 5 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>With support, the student is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features, and complete assigned tasks efficiently. Work often exceeds requirements.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • check understanding • word skills • comprehension strategies 	<ul style="list-style-type: none"> • may be unable to identify problems or self-correct • may “give up” on unfamiliar words • may ignore text features • tends to randomly guess 	<ul style="list-style-type: none"> • recognizes problems; has difficulty adjusting strategies • uses context clues if prompted • uses text features if prompted • may have difficulty finding specific details 	<ul style="list-style-type: none"> • checks for understanding; adjusts strategies • uses various strategies to figure out unfamiliar words • uses text features effectively • skims and rereads for details 	<ul style="list-style-type: none"> • evaluates own understanding • independently figures out unfamiliar words • uses text features efficiently • finds specific details efficiently
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • main ideas • details • note-making • inferences 	<ul style="list-style-type: none"> • work is often incomplete, confusing, or inaccurate • does not identify most main ideas • needs support to make simple notes • may misinterpret literal information 	<ul style="list-style-type: none"> • work is usually accurate, but may be vague in places or missing some detail • identifies most main ideas • makes simple notes; may omit a great deal of information • few inferences 	<ul style="list-style-type: none"> • work is clear, detailed, and complete • identifies main ideas • makes organized notes • may make some inferences 	<ul style="list-style-type: none"> • work is precise, accurate, and thorough • restates main ideas in own words • makes organized and complete notes • makes inferences
ANALYSIS <ul style="list-style-type: none"> • connections to other information 	<ul style="list-style-type: none"> • has difficulty telling how the information in a selection is like or unlike other information they know 	<ul style="list-style-type: none"> • tells some ways the information in a selection is like or unlike other information they know about the topic 	<ul style="list-style-type: none"> • makes logical connections between new information and what they already know; gives some explanation 	<ul style="list-style-type: none"> • makes logical connections; often questions or evaluates new information in terms of prior knowledge

Rating Scale: Grade 5 Reading for Information

Student achievement in reading for information by March–April of Grade 5 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>With support, the student is able to read simple and direct selections with familiar language, but may have difficulty with specialized features such as diagrams or charts. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedural texts (including simple diagrams and charts), as described in the chart on page 154, but may need help to complete assigned tasks. Work often lacks detail.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • check understanding • word skills • comprehension strategies 	<ul style="list-style-type: none"> • may be unable to identify reading problems or self-correct; does not adjust reading strategies • may give up on new or unfamiliar words • has difficulty anticipating content; predictions are often illogical guesses • may ignore information provided by text features • guesses and tries to recall details rather than rereading to find details needed for a question or activity 	<ul style="list-style-type: none"> • can identify reading problems or challenges, but may have difficulty adjusting strategies • uses context clues or dictionaries if prompted • makes simple but logical predictions about content, based on text features and prior knowledge • may need prompting to use information in features such as boxes or diagrams • may have difficulty locating some specific details needed for a question or activity
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • main ideas • details • note-making • inferences 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks may be vague or repetitive; often inaccurate or incomplete • has difficulty identifying main ideas • identifies some relevant details in response to questions or activities; may omit a great deal or include a lot of irrelevant material • needs support to make simple notes or recognize categories of information • may misinterpret literal information 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are usually accurate, but may be vague or incomplete in places • identifies most main ideas • identifies some relevant details in response to questions or activities; may miss some key details • makes simple notes, but may omit a great deal of information or use categories that are too broad or fail to accommodate key information • interprets most literal information accurately; makes few inferences
ANALYSIS <ul style="list-style-type: none"> • connections to other information 	<ul style="list-style-type: none"> • may have difficulty telling how the information and ideas in a selection are like or unlike other information they know about the topic, often because their prior knowledge is limited 	<ul style="list-style-type: none"> • can tell some ways the information or ideas in the selection are like or unlike other information they know about the topic

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to read straightforward information and procedural texts (including simple diagrams and charts), as described in the chart on page 154, and complete assigned tasks independently. Work is generally accurate and complete.</i></p>	<p><i>The student is able to read materials with an increasing amount of technical or specialized language and features, such a diagrams, and complete assigned tasks independently and efficiently. Work often exceeds requirements of the task.</i></p>
<ul style="list-style-type: none"> • checks for understanding; adjusts strategies to deal with specific problems or features of the material • uses context clues, word structure, graphic clues, and dictionaries to figure out unfamiliar words; may need prompting • makes logical predictions about content based on text features and recalling prior knowledge • uses text features to preview and locate information • rereads and skims to find specific details for questions or activities 	<ul style="list-style-type: none"> • evaluates own understanding; makes deliberate and effective choices about how to approach challenging material • independently uses context clues, word structure, graphic clues, and dictionaries to figure out unfamiliar words • anticipates content by drawing on previous knowledge and understanding of text structures; shows insight • uses text features effectively to preview, locate, and organize information • quickly and efficiently finds specific details needed for questions or activities
<ul style="list-style-type: none"> • responses to comprehension questions or tasks are clear and complete • accurately identifies main ideas, although may have difficulty restating in own words • identifies relevant details in response to questions or activities • makes organized notes by creating relevant categories that encompass most of the information; may be some information not used • accurately interprets literal information in the selection, including most graphic features; may make some inferences 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are precise and complete • clearly and concisely identifies main ideas; can restate in own words • identifies specific, relevant details in response to questions or activities • makes organized notes by creating categories that reflect main ideas or topics and encompass most key information • accurately interprets literal information in the selection, including graphic features; makes inferences
<ul style="list-style-type: none"> • makes logical connections between new information and ideas in a selection and what they already know and believe about the topic; can provide some analysis and explanation 	<ul style="list-style-type: none"> • makes logical connections between new information and ideas in a selection and what they already know and believe about a topic; often questions or evaluates information in terms of prior knowledge

Sample Task: Questions and Answers About Plants

CONTEXT

Throughout the year, students in this class worked on developing effective strategies for reading and writing about information. They learned how to locate key ideas and supporting details, how to make notes, and how to use information to create illustrations, diagrams, and charts.

This activity was part of a science unit on plants. The selection used was from *Discovery Works*, Silver Burdett Ginn Series.

PROCESS

The class reviewed the strategies they had learned for reading information. The teacher explained that they would be reading an article on woody stems and asked them to work in pairs to generate three to four questions the article might answer. They shared their questions with the class, then worked independently to:

- ◆ read a two-page article on woody stems from the science textbook
- ◆ answer five straightforward questions based on the factual information in the article
- ◆ draw a diagram of a woody stem to explain what they learned

The teacher observed students as they worked, and made notes about the strategies some students were using. Some students needed assistance to read the article.

After completing the activity, students met with their original partners to compare answers and to discuss which of their questions had been answered. Students then used classroom resources to find answers to unanswered questions.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student was unable to finish reading the information independently and, even with the teacher's help, could not understand the basic information in the selection.

- ◆ guesses and tries to recall rather than reread to find details
- ◆ responses are vague and repetitive; incomplete
- ◆ identifies some relevant details; omits a great deal and includes irrelevant material
- ◆ misinterprets literal information

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1. What is an example of a woody plant?
A woody tree can live for hundreds of years
2. Explain the purpose of the xylem.
The purpose of the xylem carries water to the roots

TRANSCRIPT

1. What is an example of a woody plant?

A woody tree can live for hundreds of years

2. Explain the purpose of the xylem.

The purpose of the xylem carries water to the root.

3. Where is the phloem located?

Phloem carries sugar and travels.

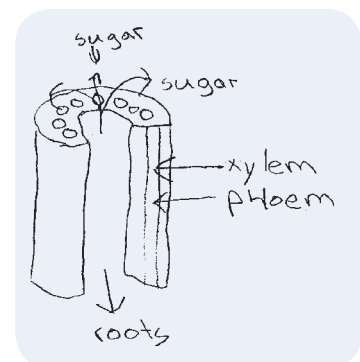
4. How can you tell how old a tree is?

I can tell how old a tree is because it can weak after it falls down to the ground.

5. What is bark?

A bark Part of the inside of a tree

6. Draw a diagram of a simple stem. Use arrows to show the direction water travels, and direction sugar travels. Label the diagram neatly (use a ruler).



MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student was able to complete the task and showed basic understanding of some of the material.

- ◆ has difficulty locating some specific details
- ◆ responses are usually accurate, but are vague or incomplete in places
- ◆ identifies some relevant details; misses some key ones
- ◆ interprets most literal information accurately

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1. What is an example of a woody plant?
An example of a wood plant is an oak tree.
2. Explain the purpose of the xylem.
The purpose of the xylem is that it makes up a transparent system of the stem.

TRANSCRIPT

1. What is an example of a woody plant?

An example of a wood plant is an oak tree

2. Explain the purpose of the xylem.

The purpose of the xylem is that it makes up a transparent system of the stem.

3. Where is the phloem located?

The phloem is located beneath the bark.

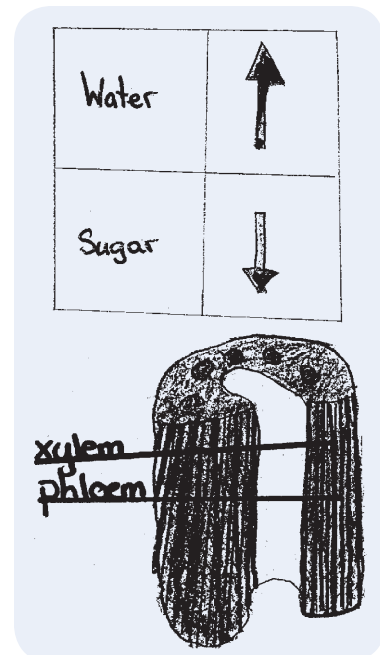
4. How can you tell how old a tree is?

You can tell how old a tree is by cutting out a wedge and counting the rings in the wedge.

5. What is bark?

Bark is the protective layer of a tree.

6. Draw a diagram of a simple stem. Use arrows to show the direction water travels, and direction sugar travels. Label the diagram neatly (use a ruler).



FULLY MEETS EXPECTATIONS

Teacher's Observations

The student was able to read the selection and complete the task independently. The work is complete and accurate.

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

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1. What is an example of a woody plant

An example of a woody plant is roses.

2. Explain the purpose of the xylem.

Xylem carries the water and the minerals up from the roots and then through the stems.

TRANSCRIPT

1. What is an example of a woody plant?

An example of a woody plant is roses.

2. Explain the purpose of the xylem.

Xylem carries the water and the minerals up from the roots and then through the stems.

3. Where is the phloem located?

The phloem is located in the leaves down through the stems and other parts of the plant.

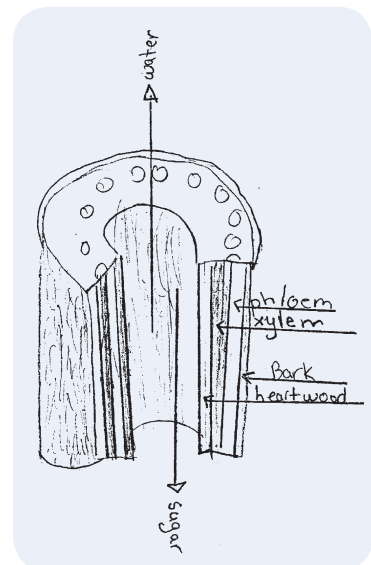
4. How can you tell how old a tree is?

you can tell how old a tree is by counting the layers of which is called annual rings.

5. What is bark?

Bark is an protective covering on the outside of a tree.

6. Draw a diagram of a simple stem. Use arrows to show the direction water travels, and direction sugar travels. Label the diagram neatly (use a ruler).



EXCEEDS EXPECTATIONS

Teacher's Observations

The student worked quickly and efficiently to read the selection and complete the task, but took extra care with the diagram. The work is thorough and accurate.

- ◆ quickly and efficiently finds specific details needed
- ◆ responses are precise and complete
- ◆ identifies specific, relevant details
- ◆ accurately interprets literal information, including graphic features

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

1. Trees such as the Basswood or Linden tree are classified as woody plants because it won't die after one season and may live for hundreds of years.

2. Xylem is one of two types of cells that make up the transport system of a plant. The xylem cells' job is to carry water and minerals from the roots through the stem to nourish the plant.

3. The phloem cells, which carry the sugar produced in the leaves down through the stem to the roots, are located just under the protective layer called bark.

TRANSCRIPT

1. What is an example of a woody plant?

Trees such as the Basswood or Linden tree are classified as woody plants because it won't die after one season and may live for hundreds of years.

2. Explain the purpose of the xylem.

Xylem is one of two types of cells that make up the transport system of a plant. The xylem cells' job is to carry water and minerals from the roots through the stem to nourish the plant.

3. *Where is the phloem located?*

The phloem cells which carry the sugar produced in the leaves down through the stem to the roots, are located just under the protective layer called bark.

4. *How can you tell how old a tree is?*

The age of a tree can be told by the number of rings of xylem. Each year the xylem cells form a new layer or ring called annual rings.

5. *What is bark?*

Bark is the outer covering of a tree it is the protective covering of the xylem and the phloem.

6. *Draw a diagram of a simple stem. Use arrows to show the direction water travels, and direction sugar travels. Label the diagram neatly (use a ruler).*

