

English Language Arts - Grade 5

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

Reading and Writing Standards:

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Grade%20Five>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Speaking and Listening - 5	Speaking	<p>Intentionally presents ideas/opinions in informal and formal contexts.</p> <p>Contributes thoughtfully to discussions considering the needs, feelings, and rights of others.</p> <p>Monitors word choice, cues, conventions, and message to suit the purpose and impact the audience.</p>	<p>Respectfully shares ideas/opinions in informal and formal contexts.</p> <p>Often, contributes purposefully to discussions considering the needs, feelings, and rights of others.</p> <p>Generally monitors word choice, cues and conventions, and message to suit the audience.</p>
Listening	<p>Understands and responds appropriately to the intent of the message and frequently recognizes hidden intentions.</p> <p>Independently seeks clarification to deepen understanding and listens critically.</p> <p>Consistently uses a range of cues and conventions to understand the speaker.</p>		<p>Generally understands and responds appropriately to the intent of the message.</p> <p>Often seeks clarification and listens critically.</p> <p>Routinely uses cues and conventions to understand the speaker.</p>	<p>At times has a superficial understanding of the message, needs some prompting to go beyond the obvious.</p> <p>Sometimes seeks clarification. Sometimes listens actively.</p> <p>Sometimes needs prompting to use cues and conventions to understand the speaker.</p>	<p>Seldom responds to the message even with prompting.</p> <p>Rarely seeks clarification. Rarely listens actively.</p> <p>Hardly ever uses cues and conventions to understand the speaker.</p>
Evidence: Personal Goals and Student Self-Reflection, Observation checklists, Impromptu Speaking, Question and Response Quality Rubric					

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		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Reading and Viewing - 5	Strategies and Behaviours	<p>Consistently adjusts strategies to construct meaning from texts, even when texts are unfamiliar.</p> <p>Makes insightful predictions based on a variety of textual details.</p>	<p>Routinely adjusts strategies to construct meaning. May need reminders with unfamiliar texts.</p> <p>Reads most unfamiliar words. Makes predictions based on a variety of textual details.</p>
	Comprehension	<p>Consistently attends to important information in large amounts of grade-level texts to obtain literal and implied meanings.</p> <p>Interprets text features and literary phrasing.</p> <p>Always expresses personal points of view, evaluates texts, and provides relevant and insightful details in responses.</p>	<p>Usually attends to important information in shorter grade-level texts to obtain literal and implied meanings.</p> <p>Is beginning to interpret text features and literary phrasing.</p> <p>Often expresses personal points of view, evaluates texts, and provides adequate details in responses.</p>	<p>Occasionally attends to important information in grade-level texts to obtain literal and implied meanings.</p> <p>Occasionally expresses personal points of view and needs support to interpret text features and literary phrasing.</p> <p>Responses reflect a surface-level understanding of the text.</p> <p>Demonstrates appropriate comprehension when reading texts below grade level.</p>	<p>Has difficulty obtaining important information from grade-level texts.</p> <p>Comprehends texts well-below grade level.</p>

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Level of Text Complexity*	<p>Independently selects and reads texts at a complexity considered on target/ at grade level.</p> <p>Independently chooses to read some texts at a higher level.</p>	<p>Selects and reads texts at a complexity considered on target/ at grade level.</p>	<p>Selects and reads independently below target (not more than one year).</p> <p>Has some difficulty understanding texts at a complexity considered on target/ at grade level.</p>	<p>Selects and reads independently well-below target (more than one year).</p> <p>Has a great deal of difficulty understanding texts at a complexity considered on target at /grade level.</p>
<p>End-of-grade text complexity for Grade 5 students is described below. Indicators specific to literary and information texts are described in the standards guide.</p> <p>Knowledge demands: a range of topics beyond personal experiences, often requiring cultural, historical or social perspectives; topics that appeal to preadolescents (e.g., pop culture, growing independence)</p> <p>Themes: often more challenging/mature themes/ideas (e.g., war, racial barriers) with age-appropriate characters and/or information, requiring the reader to interpret and connect information/ideas with other texts and subject areas</p> <p>Sentences: a variety of complex sentence structures, including complex, compound and long simple sentences; examples of more complicated use of dialogue and variation in order of phrases, subjects, verbs, objects</p> <p>Language: challenging language (e.g., new and content-specific vocabulary sometimes supported by context or glossary); figurative (e.g., similes, metaphors), descriptive and connotative language; dialect or languages other than English</p> <p>Word complexity: many words with more than 3 syllables, some of which are difficult to decode</p> <p>Graphics/Illustrations: chapter books with no or few illustrations; illustrations/photographs that represent and extend text in nonfiction</p> <p>Layout: many lines of print on a page, organized in paragraphs with standard-sized font (some examples of dense print); variation in layout within same text</p>				
<p>Evidence: Student Reading Logs, Reading Conferences for Comprehension, Book Talks, Observation Checklists for Strategies and Behaviours, Students Personal Reading Goals, ACRAR Reading Assessment,</p>				

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Writing and Representing - 5	Strategies and Behaviours	<p>Consistently employs grade-level strategies.</p> <p>Drafts show attention to developing a main idea with specific and relevant details.</p> <p>Writes independently due to increase control of conventions. Errors typically related to risk-taking.</p>	<p>Generally employs grade-level strategies.</p> <p>Drafts include a main idea and sufficient information to influence the reader.</p> <p>Uses an editing checklist with minimal support. Rereads for fluency, substitutes ideas, uses criteria to select/share.</p>	<p>With some support uses grade-level strategies to generate drafts and pieces of drafts.</p> <p>Needs prompting with editing, to focus on a main idea and to complete a piece of writing.</p>	<p>Requires a great deal of direction to use strategies and behaviours outlined in the end-of-Grade 5 standards.</p> <p>Rarely completes a piece of writing independently.</p>
	Traits	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in multiple pieces.</p> <p>Published pieces are purposeful and easy to understand, with few errors.</p>	<p>Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in multiple pieces.</p> <p>Published pieces are clear with enough specific information to communicate the writing purpose. Errors do not interfere with meaning.</p>	<p>Demonstrates most aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in pieces.</p> <p>Published pieces may be vague and unfocused in places, may have many errors but the writing meets basic requirements to communicate the purpose. Overall, meaning is understood by audience.</p>	<p>May demonstrate some aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time but drafts and pieces of drafts may be repetitive, copied, unclear, or unfocused.</p> <p>Published pieces are difficult to follow and do not meet basic requirements. Errors interfere with meaning.</p>

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Text Forms	<p>Selects forms and presentation mode (written, visual, multimedia) based on audience and purpose.</p> <p>Includes features according to form.</p>	<p>Follows directions to organize according to form, considers audience and purpose.</p> <p>Often includes features according to form.</p>	<p>With prompting, follows directions to organize according to form, considers audience and purpose.</p> <p>With prompting, includes features according to form.</p>	<p>Is unable to follow directions to organize according to form. Is unclear about audience and purpose.</p> <p>Resists using organization tools and/or uses them ineffectively.</p>
	Evidence: Personal Goals, Writing Pieces, Writing Process Checklist, Word Work			