

Listening – Grade 5

Outcome	4 - Mastery	3 - Proficiency	2 - Approaching	1 - Beginning
<p>Comprehension</p> <p>CR5.1 Analyze and respond to a variety of grade-level texts that address identity, community, and social responsibility</p> <p>CR5.3 Listen purposefully to a range of texts from a variety of cultural traditions (including oral traditions shared by First Nations and Métis Elders and Knowledge Keepers) to understand ideas and instructions, to evaluate the message heard and the required follow-up action, and to draw conclusions about speaker’s verbal and non-verbal message(s), purpose, point of view, and techniques used in presentation.</p>	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> • insightfully understanding, retelling, and explaining the ideas and information presented in the texts • precisely analyzing the text structures and features • thoughtfully analyzing the texts and developing responses with evidence from the texts, personal experience, and research. <p>Insightfully describes and builds upon thoughtful connections between previous experiences, prior knowledge, and a variety of texts.</p> <p>Insightfully compares to daily life:</p> <ul style="list-style-type: none"> • challenges, situations, individuals, and perspectives of people in other times, places, and cultures <p>Listens purposefully to accurately identify and succinctly summarize:</p> <ul style="list-style-type: none"> • main ideas • supporting details, and • opinions heard <p>Accurately evaluates content and asks purposeful questions to clarify.</p> <p>Thoughtfully interprets and draws perceptive conclusions about a speaker’s:</p> <ul style="list-style-type: none"> • verbal and non-verbal messages • purposes • perspectives/point of view, and • techniques <p>Listens precisely to:</p> <ul style="list-style-type: none"> • differentiate between fact and opinion, • analyze message and presentation • determine the most effective way to carry out instructions and procedures, and • draw conclusions about ideas and strategies 	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> • understanding, retelling, and explaining the ideas and information presented in the texts • analyzing the text structures and features • analyzing the texts and developing responses with evidence from the texts, personal experience, and research. <p>Describes and builds upon connections between previous experiences, prior knowledge, and a variety of texts.</p> <p>Compares to daily life:</p> <ul style="list-style-type: none"> • challenges, situations, individuals, and perspectives of people in other times, places, and cultures <p>Listens purposefully to identify and summarize:</p> <ul style="list-style-type: none"> • main ideas • supporting details, and • opinions heard <p>Evaluates content and asks questions to clarify.</p> <p>Interprets and draws conclusions about a speaker’s:</p> <ul style="list-style-type: none"> • verbal and non-verbal messages • purposes • perspectives/point of view, and • techniques <p>Listens to:</p> <ul style="list-style-type: none"> • differentiate between fact and opinion, • analyze message and presentation • determine the best way to carry out instructions and procedures, and • draw conclusions about ideas and strategies 	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> • partially understanding, retelling, and explaining the ideas and information presented in the texts • generally analyzing the text structures and features • basically analyzing the texts and developing responses with evidence from the texts, personal experience, and research. <p>Simplistically describes and builds upon obvious connections between previous experiences, prior knowledge, and a variety of texts.</p> <p>Simplistically compares to daily life:</p> <ul style="list-style-type: none"> • challenges, situations, individuals, and/or perspectives of people in other times, places, and/or cultures <p>Listens to generally identify and partially summarize:</p> <ul style="list-style-type: none"> • main ideas • supporting details, and • opinions heard <p>Evaluates content and asks simplistic questions that may clarify.</p> <p>Interprets and draws general conclusions about a speaker’s:</p> <ul style="list-style-type: none"> • verbal and non-verbal messages • purposes • perspectives/point of view, and/or • techniques <p>Listens to partially:</p> <ul style="list-style-type: none"> • differentiate between fact and opinion, • analyze message and presentation • determine a way to carry out instructions and procedures, and • draw conclusions about ideas and strategies 	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> • inaccurately understanding, retelling, and explaining the ideas and information presented in the texts • vaguely analyzing the text structures and features • ineffectively analyzing the texts and developing responses with evidence from the texts, personal experience, and research. <p>Vaguely describes and states confusing connections between previous experiences, prior knowledge, and/or a variety of texts.</p> <p>Ineffectively compares to daily life:</p> <ul style="list-style-type: none"> • challenges, situations, individuals, and/or perspectives of people in other times, places, and/or cultures <p>Listens to vaguely identify:</p> <ul style="list-style-type: none"> • main ideas • supporting details, and/or • opinions heard <p>Attempts to evaluate content and asks irrelevant questions.</p> <p>Inappropriately interprets and may draw irrelevant conclusions about a speaker’s:</p> <ul style="list-style-type: none"> • verbal and non-verbal messages • purposes • perspectives/point of view, and • techniques <p>Listens to inaccurately:</p> <ul style="list-style-type: none"> • differentiate between fact and opinion, • analyze message and presentation • determine a way to carry out instructions and procedures, and/or • draw conclusions about ideas and/or strategies

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<p>Use of Strategies CR5.4(b) Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when listening.</p>	<p>Confidently selects and flexibly uses appropriate strategies (before, during, and after) to construct meaning when listening.</p> <p>Such as:</p> <p><u>Before, During, and After</u> Confidently uses prior knowledge and previews text features (as appropriate) to:</p> <ul style="list-style-type: none"> • make predictions • set purpose • monitor comprehension • make inferences • summarize/synthesize • adjust reading rate and strategies • utilize appropriate fluency, accuracy, and expression for text <p>Demonstrates consistent attention to the task and ignores distractions when reading.</p>	<p>Selects and flexibly uses appropriate strategies (before, during, and after) to construct meaning when listening.</p> <p>Such as:</p> <p><u>Before, During, and After</u> Appropriately uses prior knowledge and experience to:</p> <ul style="list-style-type: none"> • make predictions • set purpose • monitor comprehension • make inferences • recall/summarize • adjust reading rate and strategies • utilize appropriate fluency, accuracy, and expression for text <p>Demonstrates attention to the task and ignores most distractions.</p>	<p>Selects and uses limited strategies (before, during, and after) to construct meaning when listening.</p> <p>Such as:</p> <p><u>Before, During, and After</u> With support and prompting, uses strategies that have been explicitly taught to:</p> <ul style="list-style-type: none"> • make predictions • sets or uses a prompted purpose • basic inferences • recall most ideas/events • some demonstration of fluency, accuracy, and expression for text <p>Demonstrates attention to the task usually but inconsistently ignores distractions.</p>	<p>Inconsistently uses strategies (before, during, and after) to construct meaning when listening.</p> <p>Such as:</p> <p><u>Before, During, and After</u> Attempts to use, with support and prompting, a limited number of strategies to:</p> <ul style="list-style-type: none"> • make predictions (guess) • sets possible purpose • limited ability to monitor comprehension • basic inferences • recalling some ideas/events • lacks fluency <p>Needs reminders to focus attention on task; distracted frequently.</p>
<p>Cues and Conventions CR5.4(c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when listening.</p>	<p>Understands and applies relevant and engaging pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when listening.</p> <p><u>Such as:</u> Identifies intended audience and purpose for text.</p> <p>Identifies and readily uses various text structures, their elements, and their organizational patterns to understand.</p> <p>Uses sentence structure and punctuation to understand what is read.</p> <p>Uses context and word structure to determine meaning.</p>	<p>Understands and applies relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when listening.</p> <p><u>Such as:</u> Recognizes text was created for an intended purpose and audience.</p> <p>Identifies and explains different forms, organization, and conventions of texts.</p> <p>Uses word order and punctuation to understand meaning.</p> <p>Uses a variety of strategies to determine word meaning.</p>	<p>Attempts to apply some pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when listening.</p> <p><u>Such as:</u> With prompting, identifies purpose of familiar text forms and possible intended audiences.</p> <p>Uses knowledge of text structure to make obvious predictions.</p> <p>Notices word order and how punctuation clarifies meaning.</p> <p>Recognizes most high-frequency words and with support, uses context clues.</p>	<p>Uncertain and simplistic use of pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when listening.</p> <p><u>Such as:</u> With teacher guidance, recognizes a purpose for reading and a possible intended audience.</p> <p>With teacher guidance, recognizes some basic features, structures, and elements of texts.</p> <p>With teacher guidance, recognizes basic sentence structures, word order, and how punctuation clarifies meaning.</p> <p>With teacher guidance, uses context clues and word structure to determine word meaning.</p>