

English Language Arts to French Immersion - Grade 5

	4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Speaking and Listening	<p>Consistently considers audience when responding to questions and participating in informal speaking activities.</p> <p>Engages in and responds to formal speaking activities using and interpreting conventions appropriate to the situation.</p> <p>Asks probing questions. Listens critically to others' points of view; independently differentiates fact and opinion and identifies bias.</p>	<p>Often considers audience when responding to questions and participating in informal speaking activities.</p> <p>Engages in and responds to formal speaking activities usually using and interpreting conventions appropriate to the situation.</p> <p>Usually asks questions for clarification and to extend the interaction. Often listens critically to others' points of view; easily differentiates fact and opinion.</p>	<p>Tries to consider audience when responding to questions and participating in informal speaking activities.</p> <p>Engages in and responds to formal speaking activities, sometimes need support to use and interpret conventions appropriate to the situation.</p> <p>Sometimes asks thoughtful questions. Somewhat listens to others' ideas and opinions, differentiates fact and opinion.</p>	<p>Does not consider audience when responding to questions and participating in informal speaking activities.</p> <p>Rarely engages in and responds to formal speaking activities, needs a great deal of support to use and interpret conventions appropriate to the situation.</p> <p>Rarely asks questions. With a great deal of prompting, may listen to others' ideas and opinions and differentiate fact and opinion.</p>
Reading and Viewing As research is the focus, indicators refer to performance extracting information from a range of texts.	<p>Consistently uses reading strategies, classification systems, reference materials, and conventions and characteristics of a variety of print and media texts, regardless of the text complexity, to find information of interest.</p> <p>Supports opinions about texts with relevant details and combines information, from more than source, to answer research questions.</p> <p>Consistently questions and analyzes information presented in print and visual texts.</p>	<p>Often uses reading strategies, classification systems, reference materials, and conventions and characteristics of a variety of print and media texts to find information of interest.</p> <p>Usually supports opinions about texts with relevant details recognizing more than one source is needed for research purposes.</p> <p>Often questions information presented in print and visual texts.</p>	<p>With support uses reading strategies, classification systems, reference materials, and conventions and characteristics of a variety of print and media texts to find information of interest.</p> <p>Occasionally supports opinions about texts with relevant details recognizing more than one source is needed for research purposes.</p> <p>At times, questions information presented in print and visual texts.</p>	<p>Needs a great deal of support to use reading strategies, classification systems, reference materials, and conventions and characteristics of print and media texts to find information of interest.</p> <p>Unable to support opinions about texts with relevant details and has a limited understanding of the importance of more than one source for the purpose of research.</p> <p>Rarely questions information presented in print and visual texts.</p>
Writing and	Regularly uses grade-level	Generally uses grade-level	Needs support to use grade-	Requires a great deal of direction

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<p>Representing</p>	<p>strategies, writing tools, and research skills to examine, gather, manage and communicate ideas about a topic.</p> <p>Takes risks when creating which may result in errors; demonstrates some most or all aspects of strong grade-level writing.</p>	<p>strategies, writing tools, and research skills to gather, manage and communicate ideas about a topic.</p> <p>Usually demonstrates the aspects of writing appropriate for the grade level.</p>	<p>level strategies, writing tools, and research skills to gather, manage and communicate messages.</p> <p>Demonstrates some aspects of writing appropriate for grade level.</p>	<p>to use grade-level strategies, writing tools and research skills to generate ideas and communicate messages.</p> <p>Writing is incomplete or rarely demonstrates aspects of writing appropriate for grade level.</p>
<p>Evidence: small-group discussions, self-evaluations, research jot notes, conferences, record of selection of texts for research, presentation, written report</p>				