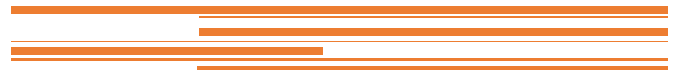# Common Framework of Reference (CFR) Condensed: Grade 5

Revised October 2020

PRAIRIE SPIRIT
SCHOOL DIVISION
Learners for Life

Introduction:

The following pages are a condensed version of the original CFR documents for reading and writing created in 2015 by the Ministry of Education in partnership with Saskatoon Public School Division.

In order to make the document more user-friendly for classroom teachers, Prairie Spirit School Division sought to create a similar resource that teachers could use for the purposes of assessment, reporting to parents, and directing their teaching practice. Key features are as follows:

1. One document has been created *for each grade* to reduce superfluous material.
2. The rubric is intended to be compact and easy to scan visually as a single two-sided document. The descriptors come straight from the original CFR documents.
3. The rubric is formatted as a checklist for teachers to use as formative assessment.
4. The rubric includes a space for student information so that teachers can print one for each EAL student to easily track their progress.
5. An appendix is included with material referred to in the rubric (ie. Sight word lists, semantic maps, vocabulary templates, etc.).
6. Grade level expectations are included from the original document in order to make it applicable to all students.
7. Writing exemplars from the original document are included to assist teachers in comparing and scoring accuracy, not only for the EAL student but for all students.

The rubrics in this document are intended for teachers as a way of updating parents on student progress during parent teacher interviews and/or for conferring with other teachers on student achievement. **These rubrics are NOT intended to give to parents**.

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General Overview Grade Five Writing

A1.1	**Grades 5 students at A 1.1 can write the alphabet independently and, with assistance, some simple words. At the A 1.1 stage, students can print their own name, copy/write names of familiar objects, and convey meaning through drawings. They are aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write a patterned sentence and can fill in a questionnaire about themselves.**
A1.2	**Grades 5 students at A 1.2 are beginning, with support, to use subject area vocabulary and descriptive words. Their ideas are beginning to be connected by a topic. They are able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences, including questions, in the present tense using familiar, learned patterns.**
A2.1	**Grades 5 students at A 2.1 use straightforward sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. They are using descriptive words, singular and plural word forms, prepositions, and transitional words.**
A2.2	**Grades 5 students at A 2.2 describe common objects or familiar places using short, straightforward sentences. They are using important connecting words, transitions, and more varied sentence types. They are attempting more advanced types of punctuation.**
B1.1	**Grades 5 students at B 1.1 have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use academic vocabulary and are capable of writing in a number of genres.**
B1.2	**Grades 5 students at B 1.2 can write about familiar topics using comparison and contrast; describe objects of interest including the advantages and disadvantages involved; and present a personal opinion about an issue. These students can write brief descriptions of a process using appropriate transitional language. Their use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.**

Grade 5 CFR Writing Rubric	Student Name:	Primary Language:	**Current CFR:**
Teacher:	School:	School Year:	**Year End CFR:**

A1.1 Vocabulary	A1.2 Vocabulary	A2.1 Vocabulary	A2.2 Vocabulary	B1.1 Vocabulary	B1.2 Vocabulary
Prints/writes simple words with assistance	Begins to use subject area vocabulary, with assistance	Uses some descriptive words	Uses prepositions of direction and place (e.g. *behind, across from*)	Uses some academic vocabulary	Frequently uses subject specific vocabulary
		Uses simple prepositions		Uses prepositions with increased accuracy	
May write words of personal relevance (e.g. *mom, dad*)	Begins to use descriptive words (e.g. color, shape, size) on familiar topics	Uses content area vocabulary, with support	Uses adjectives and some adverbs to add to detail	Writes simple descriptions on a variety of topics or experiences	Uses a variety of words including words with multiple meanings and different word forms
	Fills in gapped text using a word list of familiar vocabulary	Produces personal word lists of familiar, recurring vocabulary	Writes information on daily life, an event or personal experience, using simple language (e.g. celebrations)		Uses prepositions with accuracy
	Labels a diagram using a word list	Writes with the help of visuals, simple descriptions such as where they live and how to get there	Fills in missing facts, names and subject specific terms in simple gapped text		

A1.1 Conventions	A1.2 Conventions	A2.1 Conventions	A2.2 Conventions	B1.1 Conventions	B1.2 Conventions
Writes alphabet independently	Uses simple sight words (e.g. *and, is*)	Uses phonetic spelling for entire words	Demonstrates knowledge of diphthongs (e.g. *th, wh, ch*)	Demonstrates knowledge of common spelling patterns	Uses grade/age appropriate conventions, with few errors
Uses a writing utensil correctly	Uses word families in writing				
Awareness of sound-symbol relationship	Spells his/her name and address	Demonstrates knowledge of digraphs	Edits own work, with support	Edits own work, with little support	Spells grade/age appropriate words, with few errors
Represents word with a single letter (beginning consonant)	Represents sound-symbol relationships for all letters	Demonstrates knowledge of initial and final blends (e.g. *bl-, -nd*)	Spells common high-frequency words with greater accuracy	Spells common words accurately	Edits own work
	Attempts to spell simple words phonetically, mainly beginning and ending sounds	Uses a growing number of sight words with greater accuracy			

A1.1 Mechanics	A1.2 Mechanics	A2.1 Mechanics	A2.2 Mechanics	B1.1 Mechanics	B1.2 Mechanics
Demonstrates little awareness of capitalization and punctuation	Uses capital letters and some punctuation, with errors	Uses capitals and final punctuation, with some errors	Uses capitals and punctuation with greater accuracy	Uses capitals and basic punctuation with few errors	Demonstrates mastery of capitals and basic punctuation
	Leaves spaces between most words		Begins to use advanced punctuation (e.g. commas, apostrophes, quotes), with support	Uses advanced punctuation (e.g. apostrophes, quotes), with errors	Uses advanced punctuation appropriate to grade level

A1.1 Grammar & Syntax	A1.2 Grammar & Syntax	A2.1 Grammar & Syntax	A2.2 Grammar & Syntax	B1.1 Grammar & Syntax	B1.2 Grammar & Syntax
Uses singular and plural words, with significant support	Uses singular and plurals, with some errors	Uses singular and plural word forms	Uses pronouns, with errors	Demonstrates some faculty with word order and plurals	Demonstrates control of word order and plurals
	Writes in simple present tense using a sentence frame (e.g. *I like apples; I can jump*)	Writes short sentences in simple past and present continuous tense (e.g. *I ate., You are eating.*)	Writes short sentences using irregular past (e.g. *ate, drank, saw*)	Experiments with verb tenses	Uses multiple verb tenses with greater accuracy
	Uses subject-predicate order accurately		Uses simple grammatical structures accurately	Attempts subject-verb agreement	Uses subject-verb agreement with increasing accuracy
					Uses inflected endings with greater accuracy

A1.1 Ideas	A1.2 Ideas	A2.1 Ideas	A2.2 Ideas	B1.1 Ideas	B1.2 Ideas
Relies on visuals or illustrations to convey meaning	Writes brief messages (e.g. birthday note, postcard message)	Writes simple reminders or notes for personal use (journal, school planner)	Provides some concrete details such as where, what and when	Writes short notes asking for or giving simple information	Writes about familiar topics using comparison and contrast words
May write L1 words to communicate	Writes simple information about themselves (e.g. name, age, address)	Writes simple notes of greeting, invitation, thanks or best wishes	Provides descriptions of objects or places using short, direct sentences	Writes simple instructions about familiar procedures, with assistance	Describes objects of interest, explaining the advantages and disadvantages
Writes simple patterned phrases and sentences on topics of personal relevance, with support	Labels personal drawings with familiar words (e.g. my dog, family)	Writes short sentences expressing beliefs, wants and preferences	Writes a summary sentence of a text's main points with a few details	Reflects on classroom learnings	Presents, in simple sentences, an opinion about an issue or event
		Uses simple sentences to describe surroundings, activities, or people	Writes key words during an oral presentation	Writes short, simple descriptions on familiar subjects using adjectives and adverbs	Writes simple instructions about familiar procedures using transitional language
				Writes about story elements using a graphic organizer	Provides details about story elements (e.g. setting, plot) using a graphic organizer
				Summarizes simple text on familiar subjects	Writes with an awareness of audience

A1.1 Organization	A1.2 Organization	A2.1 Organization	A2.2 Organization	B1.1 Organization	B1.2 Organization
Uses left to right directionality	Begins to use "and" as a connecting word	Writes an introduction and/or conclusion to a story, with assistance	Uses transition words (e.g. *but, because*)	Sequences text with support	Sequences text logically
Writes on the line	Begins to connect ideas by topic	Beginning to use transition words (e.g. *first, next, then*), with assistance	Uses connecting words to indicate chronological order (e.g. *after, next*)	Ideas are generally on one topic	Writing is concise
		Organizes text by chronological sequence, with support	Devises a timeline for a topic	Writes with less wordiness	
		Ideas are on a single topic			

A1.1 Form	A1.2 Form	A2.1 Form	A2.2 Form	B1.1 Form	B1.2 Form
Writes patterned sentences, with assistance	Writes simple sentences using a familiar learned pattern	Uses compound sentences, with overuse of conjunctions (*and, then*)	Writes straightforward questions	Can write in a variety of genres	Writes a detailed paragraph
Copies or writes own name		Labels charts, diagrams and maps	Writes simple stories	Writes a description of an event, person or object	Writes a short descriptive, narrative or expository text
Copies or writes labels on familiar objects in a picture or diagram	Copies or writes words and simple phrases being learned in class	Creates patterned sentences following a model	Writes compound sentences	Writes a simple paragraph, with support	Writes personal letters describing feelings, experiences and reactions
Copies short written text	Writes simple questions, following a model	Uses parts of the writing process (e.g. pre-writing), with assistance	Writes complex sentences, with assistance	Writes complex sentences	Writes short summaries of narrative or expository text
	Responds to simple questions using a sentence frame	Writes simple questions	Writes a simple paragraph, with assistance	Uses the writing process, with assistance	Recounts personal experiences
	Copies facts from short, simple texts	Responds to simple questions	Writes about class work in a learning journal, using a writing frame	Writing sometimes demonstrates awareness of an audience	Writes notes when listening to a presentation
	Fills in questionnaire with their personal information	Co-constructs a simple paragraph with teacher			

ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 5

A **Grade Five** student <u>meeting curricular expectations</u> demonstrates control over the elements of communication and language. Students write in a variety of formats, both expository and literary. Communications are adequately developed and appropriate to audience and purpose. Errors that are made do not interfere with communication.

VOCABULARY • Knowledge of words • Word choice	✓ Makes appropriate and varied word choices to good effect. ✓ Uses language that is straightforward, clear, and appropriate. ✓ Uses words and expressions fit the type of composition. ✓ Uses precise and descriptive words. ✓ Uses new vocabulary from reading, listening, and viewing.
CONVENTIONS • Phonemic awareness • Print knowledge • Spelling	✓ Spells most grade appropriate words correctly. ✓ Selects and uses a variety of spelling strategies. ✓ Revises and polishes compositions. ✓ Uses cursive writing with some support.
MECHANICS • Punctuation • Capitalization	✓ Uses clear and correct punctuation generally. ✓ Use of capital letters is generally correctly.
GRAMMAR AND SYNTAX	✓ Uses correct subject-verb agreement and noun-pronoun agreement for the most part. ✓ Uses verbs, adjectives, and adverbs correctly.
IDEAS • Meaning • Details • Clarity	✓ Ideas and content are adequately developed through details and examples. ✓ Uses sufficient detail to make ideas clear. ✓ Writes with some awareness of audience.
ORGANIZATION • Sequencing • Coherence • Transitioning	✓ Stays on one topic and demonstrates purpose and focus. ✓ Produces clear, focused text with ideas presented coherently. ✓ Stays on topic generally. ✓ Creates compositions that have some flow.
FORM • Following models • Using different genres • Using sentence variety	✓ Creates some variety in sentence structure and sentence length. ✓ Writes multi-paragraph compositions (e.g. three to five paragraph report or essay of at least 300 words) that focus on a central idea. ✓ Writes in a variety of formats including multi-paragraph narratives, reports, explanations, letters, and requests. ✓ Uses various note-making strategies.

Learner Profile for EAL A 1.1
Jin is a grade 5 student whose writing is at the A 1.1 level.

1 Our culture is different.
2 Our country is different.
3 Our some clothing are same and some different.
4 Lungusy is different.
5 Our foods are different.
6 Ages are different.

In the writing sample, you will see that Jin:

- Writes simple words with assistance;
- Is aware of sound-symbol relationship (L in Lungusy/language);
- Uses the singulars and plurals of words with support (culture, country, foods, ages);
- Writes patterned sentences with support;
- Uses left to right directionality.

Learner Profile for EAL A 1.2
Samai is a Grade Five student whose writing is at the A 1.2 level.

The dad is black the mom is white, they of 2 childeren.
in the families are black and white. the ar dell colors different
families ar on the Sam. The mom is harg Boot. wearing
The families ar funny. the families ar had and nas. kind nice
the always buans. the mom is wark a jacket. the dad is fun wearing
work a T-Shirt. my mom helped me in
Swimming. The mom in the picture helps her
children.

In the writing sample, you will see that Samai:

- Is beginning to use descriptive words (black, white);
- Writes some simple sight words (is, the);
- Uses word families (help, helped);
- Uses capitalization with some errors;

- Attempts to represent simple words phonetically, particularly beginning consonants (nas=nice; sam=same);
- Spells own name;
- Leaves spaces between words;
- Uses subject –predicate order with some accuracy;
- Writes on the paper's lines.

Learner Profile for EAL A 2.1
Arjun is a Grade Six student whose writing is at the A 2.1 level.

There many family in the world.
But in my family I live with
my mom and dad and my little
sister, little brother. I came from
South korea. My mom, dad said
"It's hard to speak English, maby
I'm so old to study." But my
mom and dad is really good at
speaking korea. But In the picture
They have they have 2 children
and they don't speak South korea,

In the writing sample, you will see that Arjun:
- Uses simple prepositions (in, with, from);
- Uses capitalization and final punctuation, albeit with errors;
- Writes short sentences in the simple past (I came from South Korea);
- Writes description in short, simple sentences expressing attitudes;
- Uses compound sentences.

Note: Arjun's writing reflects a higher level of mechanical competency as evidenced by the use of advanced punctuation (quotation marks and use of commas).

Learner Profile for EAL A 2.2
Baila is a Grade Five student whose writing is at the A 2.2 level.

> This family is diffrent then my family
>
> My family is diffrent then this family because they are from diffrent country and the man is from diffrent country because the man is black. I think the man is diffrent then his wife. They have two children and my family just have one child and that's me.
>
> They have diffrent sizes like the man is thin and tall his wife is little fat and My dad is thin and little fat and my mom is thin and tall. The women has little hairs and my mom has long hairs. I gessing is that they don't speak same langue as we speak. There children boy looks like his dad and the girl looks like her mother. I looks like my mother
>
> This family same as my family
>
> They are little same as my family like me and my family have and they do too. They live happy with each other and we live happy too. I think they live in same house and we live in same house too. The women in picture little bit looks like my mom

In the writing sample, you will see that Baila:

- Has sufficient vocabulary to provide information using simple language;
- Uses adjectives (little, tall, thin, long) to provide descriptive detail;
- Spells common, high-frequency words with increasing accuracy;
- Uses capitals and basic punctuation with increasing accuracy and is beginning to use more advanced punctuation like the apostrophe (that's) ;

- Uses pronouns (my, they);
- Writes straightforward text using transitional words such as and and because;
- Writes compound sentences.

Learner Profile for EAL B 1.1
Michael is a Grade Six student writing at the B 1.1 level.

Family are different all over the world. The family in the picture are a mixed race family but in my family is a same race family. The mom in the picture is wearing a pant and a shirt but in my family my mom wears a salwar camise. The family in the picture oldest child is 5 years old but my familys oldest child is 12 years old. This is how my family is different then the family in the picture.

Have you ever wondered if your family is the same as others? In my family my mom and dad live together the same as the family in the picture. In my family there is one boy and one girl the same as the family in the picture. Both my family and their family are happy. My family walk to a park like the family in the picture. This is how my family is same.

In the writing sample, you will see that Michael:
- Uses prepositions with increased accuracy (our, my, they)
- Uses capitals and basic punctuation with increasing accuracy as well as more advanced punctuation
- Spells common words accurately
- Demonstrates some facility with word order, subject-verb agreement, and plurals
- Sequences text

Learner Profile for EAL B 1.2
Corrie is a Grade Six student writing at the B 1.1 level.

Octopus Tag

Octopus tag is fun because it provides you exercise. It is dangerous. And you play with your friends. Octopus tag is a fantastic way to exercise because running is good for your body and heart. It is fun and cool because the peaple who are it are chasing you and it's dangrouse. While you are playing the game you play with your friends so you have fun. I wish you like playing octopus tag.

Here the rules of octopus tag. first pick two peaple to be it. Secondi at the other peaple go to the wall. After that the two peaple say "octopus" and everyone else runs to the otherside. While the peaple are running the two people in the middle try and catch the peaple that are running. If you are tagged you will become a sitting seaweed who can tag the peaple. The game ends when there is only one person left. I hope you understand how to play the octopuse game.

In the writing sample, you will see that Corrie:

- Uses subject specific vocabulary (culture, inter racial, African American);

- Uses a growing repertoire of words including words with different forms (differences, different, differently);
- Uses grade appropriate conventions and spelling;
- Demonstrates considerable control of word order and the formation of plurals;
- Writes about familiar topics using comparisons and contrasts;
- Sequences text;
- Writes short descriptive text;
- Writes a detailed paragraph

General Overview Grade Five Reading

A1.1	**Grades 5 students at A 1.1 can ask questions, with assistance. They can identify and produce all sounds of the alphabet as well as recognize the sound-symbol relationship of most letters.**
A1.2	**Grades 5 students at A 1.2 recognize word families. They can distinguish between factual and fictional text. They are beginning to identify medial vowel sounds as well as segment and blend phonemes. They engage in choral reading.**
A2.1	**Grades 5 students at A 2.1 comprehend common phonetic rules. They are beginning to use expression when re-reading familiar text and use simple punctuation like the question mark and the quotation mark to guide that expression. They can return to text and self-correct in order to ensure meaning.**
A2.2	**Grades 5 students at A 2.2 can manipulate words by adding or removing phonemes. They regularly use context clues to decipher the meaning of unknown words. They are beginning to use key words, diagram, graphs and illustrations to support reading comprehension. They generate and answer deep-thinking questions.**
B1.1	**Grades 5 students at B 1.1 can skim text to develop a general idea of its content as well as scan to find specific information. Students at this level can use key words, diagrams, graphs and illustrations to support reading comprehension. They can decode most grade-appropriate words.**
B1.2	**Grades 5 students at B 1. 2 understand most vocabulary in grade level text. Students at this level are able to adjust their reading rate according to the purpose and difficulty of the text. They select and apply a variety of comprehension strategies according to the nature of the text.**

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Grade 5 CFR Reading Rubric	Student Name:	Primary Language:	**Current CFR:**
Teacher:	School:	School Year:	**Year End CFR:**

Phonological & Phonemic Awareness

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Identifies beginning sounds of words	Identifies, produces and recognizes end sounds of words	Identifies and recognizes medial vowel sounds in words	Identifies and recognizes final blends (e.g. *nd, mp*)	Recognizes dipthongs	Demonstrates competence in grade-appropriate skills related to phonological and phonemic awareness
Mimics phonemes	Begins to identify and recognize medial vowel sounds in words	Identifies and recognizes most beginning blends	Recognizes common vowel digraphs (e.g. *ee, oa*)	Recognizes trigraphs (e.g. *sch-, squ-*)	Examines word structure to determine pronunciation (e.g. knowledge of commonly occurring affixes)
Identifies and produces all sounds of the alphabet	Identifies and recognizes beginning digraphs (e.g. *th, sh, ch*)	Begins to identify and recognize final blends (e.g. *-nd, -mp*)	Begins to identify and recognize dipthongs (e.g. *ow, oo, oi*)	Begins to recognize irregular spellings (e.g. *ph-, -ough*)	
Recites the alphabet	Identifies and recognizes common beginning blends (e.g. *bl, tr, st, sk*)	Begins to recognize common vowel digraphs (e.g. *ee, oa*)	Begins to recognize trigraphs (sch-, squ-)		
		Identifies and recognizes rhyming words	Generates some rhyming words		
Recognizes sound symbol relationships of most letters	Begins to segment and blend phonemes (e.g. *d-o-g = dog*) and graphemes	Identifies and recognizes inflected endings (e.g. *-s, -ing*)	Manipulates words by adding and removing phonemes		
Recognizes most beginning sounds of words	Segments polysyllabic words	Segments and blends most common graphemes	Recognizes rhyming words with different spelling (e.g. eat, Pete)		
	Recognizes word families (*cat, hat*)	Knows common phonetic rules (e.g. final e)			

Vocabulary

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Relies on illustrations to make meaning and identify unknown words	May substitute a word with a different tense (*I seed* vs. *I saw*)	Understands the meaning of some inflected endings (e.g. -s is used for plural)	Understands the meaning of most inflected endings (e.g. -ed is used for past tense)	Recognizes homonyms and homophones	Understands most vocabulary in grade level text
May substitute alternate word based on illustration (e.g. *forest* vs. *trees*)	May interchange masculine/feminine words (e.g. *he/she*)	Begins to use context clues to solve unknown words	Regularly uses context clues to solve unknown words	Uses graphic organizer to provide synonym/antonym for word from text	Begins to understand use of figurative language (e.g. idioms, similes, metaphors)
May only identify objects in illustration	Begins to recognize and understand pre-taught vocabulary	Recognizes and understands pre-taught vocabulary	Begins to recognize homonyms and homophones	Begins to use print or electronic references (e.g. dictionary, thesaurus, online resources)	Understands shades of meaning in related words (e.g. *shouted, hollered*)
Understands environmental labels (e.g. calendar, word wall)		Uses graphic organizer to illustrate meaning of word from text	Uses an illustrated dictionary to look up meanings of words	Examines word structure to determine meaning using simple affixes (e.g. *-un, -ly*)	Uses knowledge of word roots to determine meaning
		Begins to dissect compound words to predict meaning	Dissects compound words to predict meaning	Begins to create semantic maps to convey word relationships	Examines word structure to determine meaning using commonly occurring affixes (e.g. *pre-, re-, -tion*)
		Begins to classify and categorize words into sets or groups	Begins to examine word structure to determine meaning using simple affixes (e.g. *-un, -ly*)	Begins to identify analogies (e.g. *dog/mammal; parrot/bird*)	
		Begins to recognize cognates	Uses graphic organizer to define word from text	Begins to use strategies (e.g. examples, comparisons) to clarify meanings of new concepts in content area texts	Uses print or electronic references (e.g., dictionary, thesaurus, online resources)
			Classifies and categorizes words into sets or groups		Creates semantic maps to convey word relationships
			Begins to apply knowledge of cognates	Regularly applies knowledge of cognates	

Visual Processing

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Understands left-right directionality	Reads patterned and predictable text	Regularly uses text features (e.g. title, illustrations)	Begins to use advanced text features (e.g. glossary, table of contents, headings)	Uses advanced text features (e.g. glossary, table of contents, headings)	Regularly uses sources of reference found in text to enhance comprehension
May track word-by-word	Begins to use text features (e.g. title, illustrations, author)		Begins to use key words, diagrams, graphs, and illustrations to support reading and comprehension	Uses key words, diagrams, graphs and illustrations to support reading comprehension	
Uses patterns to read predictable text	Distinguishes between fictional and factual text				

Fluency

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Reads in 2-3 word phrases	Reads in chunks or phrases	Uses simple punctuation to guide expression (e.g. *?, !*)	Begins to read familiar text with appropriate speed, expression, phrasing and intonation	Reads with increasingly appropriate speed, expression, phrasing and intonation	Adjusts reading rate according to the purpose and difficulty of the text
Engages in choral reading, with errors	May read line by line without regard for punctuation				
Recognizes thirty or more sight words	Decodes simple CVC and CCVC words	Begins to use expression when re-reading familiar text	Recognizes three hundred or more sight words	Uses advanced punctuation to guide expression and phrasing (e.g. : - "")	
	Engages in choral reading	Decodes words with common phonetic rules (e.g. silent 'e')	Begins to use advanced punctuation to guide expression and phrasing (, : - "")	Demonstrates automaticity (i.e. automatic word recognition)	
	Recognizes seventy-five or more sight words	Recognizes one hundred fifty or more sight words	Begins to demonstrate automaticity (i.e. automatic word recognition)	Decodes most grade appropriate words	

Comprehension – pre-reading

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Engages in a picture walk, with support	Activates prior knowledge	Understands purpose for reading (e.g. to entertain, to obtain information)	Evaluates a book for its purposefulness (e.g. choosing a research book), with support	Evaluates a book for its purposefulness (e.g. choosing a relevant research book)	Selects and applies a variety of comprehension strategies according to the nature of the text
Activates prior knowledge, with guidance (e.g. completes KWL)	Generates and answers simple questions (e.g. 5 W's)	Demonstrates an awareness of genres (e.g. folktales, comics, graphic novels)	Reads and evaluates synopsis, with support	Reads and evaluates synopsis	
Asks questions, with assistance	Uses text features (e.g. title, illustrations) to predict content	Selects text for purposefulness	Sets purpose for reading	Skims text to develop an overview of content	
	Evaluates a text to determine readability, with support	Begins to generate and answer deep-thinking questions	Generates and answers deep-thinking questions	Scans text to find information	
		Evaluates a text to determine readability			

Comprehension – during reading

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Uses illustrations to recognize text topic	Makes text-self connections	Makes text-text connections	Makes text-world connections, with support	Makes text-world connections	Recognizes author's techniques (e.g. foreshadowing)
Makes text-self connections, with guidance	Makes and reflects upon some predictions based on illustrations	Makes and reflects upon ongoing predictions based on illustrations and storyline	Constructs mental images	Regularly makes connections while reading	Recognizes artistic devices (e.g. symbolism, personification)
	Backtracks and self-corrects to ensure meaning, with prompting	Makes predictions about the solution to the problem of a story	Begins to understand complex sentence structure	Monitors vocabulary comprehension	
		Begins to construct mental images	Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	Realizes when more information is required to understand text	
		Backtracks and self-corrects to ensure meaning		Differentiates between fact and opinion, using evidence from text	
				Identifies point of view in narrative (e.g. first person)	
				Understands complex sentence structure	
				Identifies the author's intent	

Comprehension – post-reading

A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Reflects on new learning , with guidance (e.g. adding to KWL)	Revisits text to find important information	Infers characters' feelings	Discusses characters' feelings and provides evidence from text	Empathizes with characters' feelings and motivations	Evaluates authors' techniques to influence readers' perspectives (e.g. appeal of characters)
Identifies main character and setting in a story	Infers characters' feelings, with support	Hypothesizes how characters could have behaved differently, with support	Hypothesizes how characters could have behaved differently	Understands writing techniques appropriate to genre (e.g. humour)	Reflects and revises opinion based on new understandings
Demonstrates very basic knowledge of text by retelling one or two main points	Reflects on new learning (e.g. adding to KWL)	Identifies problem and solution	Understands writing techniques appropriate to genre (e.g. humour), with support	Explains writer's use of specific words to convey meaning (e.g. *shouted, cried*), with support	Begins to evaluate author's style of writing
	Demonstrates basic knowledge of text by retelling main points and one or two supporting details	Begins to identify moral of story	Identifies the moral of the story	Justifies preference for a book	Analyzes sequential organization of text (e.g. order of importance, chronological)
	Identifies problem and solution, with support	Demonstrates knowledge of text by retelling main points and a few supporting details	Identifies simple cause effect relationships	Identifies structural features of popular multimedia (e.g. newspapers, magazines)	Uses critical analysis to determine bias, with support
			Justifies preference for a book, with support	Begins to evaluate authors' techniques to influence readers' perspectives (e.g. appeal of characters)	Demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details
			Compares and contrasts different texts	Demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details	
			Begins to identify structural features of popular multimedia (e.g. newspapers, magazines)		
			Demonstrates knowledge of text by retelling main points and supporting details.		

A grade 5 student <u>meeting curricular expectations</u> analyses and responds to a variety of grade-level texts. She/he uses a variety of strategies to determine the meaning of unfamiliar words and use knowledge of sentence elements and patterns (simple, compound and complex) and their related punctuation to understand text. Students at this level are able to adjust reading rates to purpose and text demands. They identify and explain different forms of text and the conventions of each.

Phonics & Phonemic Awareness	✓ Use phonics to decode and say words correctly. ✓ Recognizes features of words including vowel patterns in multi-syllabic words, double consonants, word endings, prefixes (e.g., disi-, in-, un-, ir-, il-, non-, anti-, pro-, pre-), suffixes (e.g., -ish, -en, -ance)and plural possessives. ✓ Recognizes features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions and easy multi-syllabic words.
Vocabulary Acquisition	✓ Uses a variety of strategies to determine the meaning of unfamiliar words including context and breaking into syllables; recognizing common word families; using sound; using knowledge of common prefixes and suffixes; and using a dictionary. ✓ Understands frequently used specialized terms in subject areas. ✓ Recognizes word play. ✓ Uses a word attack strategy (e.g., context, structure, sound and reference) as well as knowledge of root words, prefixes and suffices to determine the pronunciation (e.g., n-ation) and meaning of unfamiliar words. ✓ Identifies synonyms and antonyms.
Visual Processing	✓ Uses knowledge of sentence elements and patterns (simple, compound and complex) and their related punctuation to understand text. ✓ Uses punctuation to help understand meaning. ✓ Uses knowledge of word order to determine meaning of sentences. ✓ Uses the relationships of words in sentences to help construct meaning. ✓ Identifies various forms of texts, their characteristics (such as headings and paragraphs), the way they are organized and the patterns within (such as comparison and contrast). ✓ Recognizes differences in text types used in other subject areas. ✓ Recognizes the characteristics of different media (e.g. photograph, television, digital) and the key elements of visual and multimedia text (e.g., sections in a magazine). ✓ Understands how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts and maps) make information and ideas accessible and useable. ✓ Identifies conventions of text. Has knowledge of the elements, organizational patterns and characteristics of poetry, plays, fiction and non-fiction.
Fluency	✓ Reads orally with appropriate fluency, accuracy and expression.

	✓ Reads grade-appropriate texts silently (150-200 wcpm) for extended periods of time. ✓ Reads orally to increase fluency, accuracy, pacing, intonation and expression (110-150 wcpm). ✓ Adjusts reading rates to purpose and text demands.
Comprehension: *pre-reading*	✓ Selects and flexibly uses, *with practice and teacher support*, the important and appropriate pre-reading strategies relevant to the task. ✓ Uses an expanding range of familiar pre-reading strategies to derive meaning from written text. ✓ Draws on prior knowledge and experience. ✓ Identifies and explains different forms of text. ✓ Makes predictions of what text will be about. ✓ Recognizes that a text was created for a particular purpose. ✓ Sets purpose for reading (e.g. for information, for enjoyment).
Comprehension: *during-reading*	✓ Selects and flexibly uses, *with practice and teacher support*, the important and appropriate during-reading strategies relevant to the task. ✓ Uses an expanding range of familiar during-reading strategies to derive meaning from written text. ✓ Identifies main ideas. ✓ Makes connections and inferences. ✓ Constructs mental images. ✓ Recognizes and uses key features in text including colour and bold typeface. ✓ Asks questions to self-monitor. ✓ Adjusts rate and strategies as required to make meaning ✓ Notes key and supports. ✓ Reads a range of contemporary and classical grade-appropriate fiction, script, poetry and non-fiction (including magazines, reports, instructions and procedures. ✓ Reads and uses grade-5 appropriate informational and reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) to identify main ideas, details, opinions and reasons.
Comprehension: *post-reading*	✓ Selects and flexibly uses, *with practice and teacher support*, the important and appropriate after-reading strategies relevant to the task. ✓ Uses an expanding range of familiar after-reading strategies to derive meaning from written text. ✓ Recalls, paraphrases, summarizes and responds personally to text. ✓ Determines the essential purpose, key ideas, arguments and perspectives of text. ✓ Offers and supports an interpretation of text. ✓ Evaluates author's craft and technique. ✓ Re-reads and reviews as necessary to enhance understanding. ✓ Responds to questions or tasks accurately, clearly and completely. ✓ Makes direct and concrete connections to self, other texts and world. ✓ Identifies intended audience and purpose for a text.

	✓ Distinguishes among facts, supported inferences and opinions in informational text.
	✓ Identifies, in narrative text, the main problem or conflict of the plot and the resolution
	✓ Compares and contrasts the actions, motives and appearances of the characters.
	✓ Evaluates the meaning of symbols.
	✓ Understands that theme refers to the meaning or moral of a work and recognizes these themes (whether implied or stated directly).
	✓ Evaluates the author's use of various techniques (e.g., the appeal of characters, logic and credibility of plots and settings, use of figurative language and imagery, strengths of arguments based on evidence) to influence readers' perspectives.
	✓ Reflects on and assess own reading abilities and strategies.
	✓ Sets and pursues personal goals for reading.

Grade 5 CFR Speaking Rubric

PRAIRIE SPIRIT SCHOOL DIVISION — *Learners for Life*

Student Name:	Primary Language:	**Current CFR:**
Teacher:	School:	School Year:	**Year End CFR:**

Vocabulary

A1.1 Vocabulary	A1.2 Vocabulary	A2.1 Vocabulary	A2.2 Vocabulary	B1.1 Vocabulary	B1.2 Vocabulary
Repeats words, phrases, and memorized chunks of language related to different topics	Begins to generate phrases and word combinations related to different topics	Uses a wider range of common nouns, verbs, and complex adjectives to describe familiar topics	Begins to use increasingly advanced adjectives	Uses increasingly advanced adjectives and adverbs, with prompting	Uses adjectives and adverbs frequently to enhance meaning
Begins to name common objects and personal needs in the school environment using familiar nouns and verbs	Uses familiar verbs and describes familiar nouns using simple adjectives, with greater accuracy	Uses limited content area vocabulary, with assistance	Begins to use simple adverbs	Uses academic words frequently	Continues to use and develop a variety of grade appropriate content and academic vocabulary, including words with multiple meanings and word forms (affixes)
Uses limited descriptive words, with assistance *(e.g. colours, big, small)*	Uses high frequency utility words, with increased accuracy	Begins to use academic words (e.g. *identify, describe*), with support (e.g. sentence frame)	Uses content area vocabulary, independently		
Begins to use high incidence utility words, with assistance	Begins to use limited content area vocabulary, with assistance		Uses academic words, with increased accuracy		

Meaningful Communication

A1.1 Meaningful Communication	A1.2 Meaningful Communication	A2.1 Meaningful Communication	A2.2 Meaningful Communication	B1.1 Meaningful Communication	B1.2 Meaningful Communication
Expresses wants and needs through single words, accompanied by gestures	Expresses wants and needs with short phrases, accompanied by gestures	Expresses wants and needs with short phrases	Expresses and justifies wants and needs with some details	Expresses and justifies wants, needs or opinions with increased details	Clearly expresses and justifies preferences or opinions
Expresses a lack of understanding through single words, accompanied by gestures	Expresses lack of understanding through learned phrases. Begins to ask for clarification of unknown words or expressions	Begins to explain to a teacher where s/he is having difficulty or asks for clarification of unknown words and expressions	Explains to the teacher where s/he is having difficulty or asks to have words repeated or said in a different way	Responds to academic questions, with assistance (e.g. sentence frames, sentence starters)	Responds to academic questions independently
May be silent, use L1, use single words or repeat single words others say	Responds to familiar questions using learned or memorized phrases	Responds to familiar questions using patterned frames, with assistance	Begins to respond to academic questions, with support (e.g. sentence frames or starters)	Asks specific questions to help solve difficulties	Engages in social conversation with ease
	Begins to engage in social conversations or small-group discussions using single words or short phrases.	Engages in familiar social conversations or small group discussions using short phrases and sentences	Engages in familiar social conversations with errors that may impede comprehension	Engages in social conversations, with occasional errors	Provides evidence and justifies position during academic discussions
	Begins to engage in academic discussions with short phrases or sentences (e.g. sentence frames), with support	Engages in academic discussions, with support (e.g. sentence frames)	Engages in academic discussions with increasing details and elaboration, with prompting	Elaborates on ideas in academic discussions	Ideas and meaning are expressed concisely
	May use L1 word compensate for a lack of vocabulary	May use known vocabulary to "talk around" the unknown word (circumlocution)	Relies on circumlocution to express meaning (e.g. *hand clock = watch*)	Ideas and meaning are becoming more concise	Gives an academic presentation that is grade appropriate
	Uses simple transition words (e.g. *and, but, or*)	Uses transition words (e.g. *because, then, next*)	Uses more complex transition words (e.g. *for, so, when, if…then*)	Gives short formal presentation on topic of choice	Engages in communicative tasks by paraphrasing, commenting and questioning
	Reads a short informal script (e.g. readers theatre, weather report)	Reads a short presentation on a familiar topic	Gives a short presentation on a familiar topic, using notes	Describes a complex sequence independently	
	Expresses preferences (e.g. *I like*) and personal strengths (e.g. *I can*)	Begins to describe a sequence (e.g. story, simple directions). Begins to give reasons for preferences or opinions, with support	Describes a more complex sequence (explain a process), with support. Gives brief reasons for preferences or opinions	Uses advanced transition words (e.g. *since, during, usually*)	Uses almost all verb tenses appropriately along with subject-verb agreement. Grammatical use and syntax near native like
	Uses simple grammatical rules with frequent errors. Can use subject-predicate order accurately, with assistance.	Uses simple grammar and syntax accurately (e.g. simple subject-predicate order, regular plurals) More complex forms, with assistance	Uses complex forms of grammar and syntax with errors (e.g. irregular plurals, irregular verb tense, articles)	Begins to engage in communicative tasks by paraphrasing, commenting and questioning, with support	
				Uses complex forms of grammar and syntax with few errors. (e.g. misuses a few verb tenses or subject-verb agreement)	

Pragmatic Knowledge

A1.1 Pragmatic Knowledge	A1.2 Pragmatic Knowledge	A2.1 Pragmatic Knowledge	A2.2 Pragmatic Knowledge	B1.1 Pragmatic Knowledge	B1.2 Pragmatic Knowledge
Uses one or two learned expressions of greeting, farewell and politeness	Uses some common expression and cultural greetings	Uses common expressions and cultural greetings	May use limited figurative and idiomatic phrases	May use some figurative and idiomatic phrases (may be errors in usage)	Uses age appropriate figurative and idiomatic phrases
	Begins to engage in cooperative speech to demonstrate understanding of a conversation (e.g. *uh-huh, really*)	Engages in cooperative speech to demonstrate understanding of a conversation	Engages in conversation (e.g. question/comment modeling), with support	Begins to sustain conversations by commenting and asking questions	Initiates and sustains formal and informal conversations by commenting, paraphrasing and asking questions
				Begins to adapt speech to demonstrate an awareness of audience	Demonstrates an awareness of audience (e.g. addressing a friend vs teacher)

Grade 5 CFR Listening Rubric

PRAIRIE SPIRIT SCHOOL DIVISION — *Learners for Life*

Student Name:	Primary Language:	**Current CFR:**
Teacher:	School:	School Year:	**Year End CFR:**

Vocabulary

A1.1 Vocabulary	A1.2 Vocabulary	A2.1 Vocabulary	A2.2 Vocabulary	B1.1 Vocabulary	B1.2 Vocabulary
Understands some high frequency familiar nouns and common descriptive words in a structured interaction, with assistance	Understands high frequency nouns, common verbs and descriptive words in familiar contexts	Understands a wider range of basic nouns, verbs, and complex adjectives in familiar contexts	Begins to understand basic verbs and nouns in unfamiliar contexts, with support	Understands a wider range of basic verbs and nouns in unfamiliar contexts, with support	Understands a wider range of basic verbs and nouns in unfamiliar contexts as well as most content-area vocabulary
May recognize cognates from L1 (e.g. *blousa/blouse*)	Understands single words in social conversations on familiar topics	Responds to simple, predictable questions and short phrases in the classroom	Understands increasingly advanced descriptive words	Understands descriptive words in a variety of contexts including academic tasks	Continues to develop understanding of grade appropriate content and academic vocabulary
Responds to common classroom directives, with prompting	Responds to common classroom directives and begins to respond to social interactions	Understands some vocabulary in social conversations, on familiar topics	Understands most vocabulary in social conversations, on familiar topics	Understands most vocabulary in social interactions	
May respond to social interactions through gestures and single words	Understands limited content area vocabulary, with assistance	Understands key content-area vocabulary and academic words (e.g. *estimate, solve*), with support	Understands key content-area vocabulary and a wider range of academic words, with support	Understands most content-area vocabulary, with support	
				Understands most vocabulary in complex academic interactions	

Listening for Meaning

A1.1 Listening for Meaning	A1.2 Listening for Meaning	A2.1 Listening for Meaning	A2.2 Listening for Meaning	B1.1 Listening for Meaning	B1.2 Listening for Meaning
Understands simple classroom instructions, spoken slowly, with gestures and pictures	Understands simple familiar information spoken slowly and clearly	Responds briefly to social conversations and engages in social interactions with unfamiliar people	Responds to social conversations and engages in social interaction with unfamiliar people, with assistance	Responds to and extends social conversations with familiar and unfamiliar people	Follows and engages in longer social conversations with multiple speakers
Understands short pieces of information such as time and location with visuals and gestures	Begins to respond briefly to social conversations (e.g. yes/no)	Follows simple two-step instructions, with support	Begins to follow multi-step instructions, with support	Follows multi-step instructions, with support	Follows multi-step instructions
Begins to understand simple information (e.g. their name, age, grade) and personal greetings	Follows simple one-step instructions, spoken slowly, with support	Begins to understand main idea in familiar academic discussions	Understands main idea and some details in familiar academic discussions	Understands main idea and key details in academic discussions	Understands main idea and key details in academic discussions
Understands single words, short phrases, with assistance but requires significant wait time to process information and form a response	Begins to understand main idea of familiar academic discussion, with support and assistance	Understands main idea in presentations or simple stories on a familiar topic (e.g. visuals, graphic organizer), with assistance	Understands main idea and some details in presentations on a familiar topic (e.g. presenter notes), with assistance	Begins to understand main ideas and details in unfamiliar presentations and short texts, with assistance	Understands main ideas and key details in presentations and unfamiliar texts
	Begins to understand main idea of short picture books, with support	Understands most speech at a slower rate in familiar contexts. Requires minimal wait time to process and form a response	Understands main idea of a short text on familiar topic or the main idea and some details on a video, with support (e.g. viewing guide)	Understands main idea and some details in a video, with support	Understands a short, grade-appropriate academic video
	Begins to record single words in familiar academic listening activity, with support	Understands more complex sentences and verb tenses on familiar topics	Begins to take cloze notes (fill in blanks) from a presentation or video, with support	Begins to take notes from a presentation or video, with support	Understands average-paced speech in unfamiliar contexts
	Understands simple language, spoken slowly with pauses but requires wait time to process information and form a response		Understands most average-paced speech in familiar contexts, with frequent checks for understanding	Begins to understand most average paced speech in unfamiliar contexts	May need wait time to process and form response to complex information
	Understands language using simple grammatical rules (SVO) or compound sentences, with support		May need wait time to process and form a response	May need wait time to process and form response to increasingly complex information	Understands detailed sentences on familiar and unfamiliar topics
			Understands more detailed complex sentences with common verb tenses on familiar topics, with support	Understands detailed sentences on familiar topics	Understands complex sentences in a variety of contexts
				Begins to understand complex sentences in unfamiliar contexts	

Pragmatic Knowledge

A1.1 Pragmatic Knowledge	A1.2 Pragmatic Knowledge	A2.1 Pragmatic Knowledge	A2.2 Pragmatic Knowledge	B1.1 Pragmatic Knowledge	B1.2 Pragmatic Knowledge
Understands basic greetings and politeness	Begins to understand commonly used expressions in familiar contexts	Understands commonly used expressions	Begins to understand figurative language and idiomatic phrases, with assistance	Understands some figurative language and idiomatic phrases, with assistance	Continues to develop understanding of age-appropriate figurative language and idiomatic expressions
May demonstrate limited understanding through facial expressions and gestures	May copy/repeat other students' responses as their own	Begins to use other students' responses as models for their own response, with assistance	Uses other students' responses as models for their own response, with assistance	Uses other students' responses as models for their own response	Recognizes differences in speech formality in a variety of contexts
			Begins to recognize differences in speech formality, with assistance	Recognize differences in speech formality, with assistance	

Appendix

Fry 1000 Instant Sight Words

Analogies

Frayer Model for Vocabulary Development

Semantic Word Maps

Sample Sentence Frames

Academic Language Terms

1st 100 Words

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	sit
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

2nd 100 Words

over	name	boy	such	change
new	good	follow	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	ask	away
work	great	around	went	animal
know	where	form	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letter
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	Canada
just	tell	even	again	world

3rd 100 Words

high	light	life	sea	watch
every	thought	always	began	far
near	head	those	grow	Indian
add	under	both	took	real
food	story	paper	river	almost
between	saw	together	four	let
own	left	got	carry	above
below	don't	group	state	girl
country	few	often	once	sometimes
plant	while	run	book	mountains
last	along	important	hear	cut
school	might	until	stop	young
father	close	children	without	talk
keep	something	side	second	soon
tree	seem	feet	late	list
never	next	car	miss	song
start	hard	mile	idea	being
city	open	night	enough	leave
earth	example	walk	eat	family
eyes	begin	white	face	it's

4th 100 Words

body	usually	hours	five	cold
music	didn't	black	step	cried
color	friends	products	morning	plan
stand	easy	happened	passed	notice
sun	heard	whole	vowel	south
questions	order	measure	true	sing
fish	red	remember	hundred	war
area	door	early	against	ground
mark	sure	waves	pattern	fall
dog	become	reached	numeral	king
horse	top	listen	table	town
birds	ship	wind	north	I'll
problem	across	rock	slowly	unit
complete	today	space	money	figure
room	during	covered	map	certain
knew	short	fast	farm	field
since	better	several	pulled	travel
ever	best	hold	draw	wood
piece	however	himself	voice	fire
told	low	toward	seen	upon

5th 100 Words

done	front	stay	warm	object
English	feel	green	common	am
road	fact	known	bring	rule
half	inches	island	explain	among
ten	street	week	dry	noun
fly	decided	less	though	power
gave	contain	machine	language	cannot
box	course	base	shape	able
finally	surface	ago	deep	six
wait	produce	stood	thousands	size
correct	building	plane	yes	dark
oh	ocean	system	clear	ball
quickly	class	behind	equation	material
person	note	ran	yet	special
became	nothing	round	government	heavy
shown	rest	boat	filled	fine
minutes	carefully	game	heat	pair
strong	scientists	force	full	circle
verb	inside	brought	hot	include
stars	wheels	understand	check	built

6th 100 Words

can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distance	race	weather
syllables	dance	heart	present	root
perhaps	members	site	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	paint	forest	past	paragraph
direction	mind	probably	sign	raised
center	love	legs	record	represent
farmers	cause	sat	finished	soft
ready	rain	main	discovered	whether
anything	exercise	winter	wild	clothes
divided	eggs	wide	happy	flowers
general	train	written	beside	shall
energy	blue	length	gone	teacher
subject	wish	reason	sky	held
Europe	drop	kept	grass	describe
moon	developed	interest	million	drive

7th 100 words

cross	buy	temperature	possible	fraction
speak	century	bright	gold	Africa
solve	outside	lead	milk	killed
appear	everything	everyone	quiet	melody
metal	tall	method	natural	bottom
son	already	section	lot	trip
either	instead	lake	stone	hole
ice	phrase	iron	act	poor
sleep	soil	within	build	let's
village	bed	dictionary	middle	fight
factors	copy	hair	speed	surprise
result	free	age	count	French
jumped	hope	amount	consonant	died
snow	spring	scale	someone	beat
ride	case	pounds	sail	exactly
care	laughed	although	rolled	remain
floor	nation	per	bear	dress
hill	quite	broken	wonder	cat
pushed	type	moment	smiled	couldn't
baby	themselves	tiny	angle	fingers

8th 100 Words

row	grew	east	suppose	direct
least	skin	choose	woman	ring
catch	valley	single	coast	serve
climbed	cents	touch	bank	child
wrote	key	information	period	desert
shouted	president	express	wire	increase
continued	brown	mouth	pay	history
itself	trouble	yard	clean	cost
else	cool	equal	visit	maybe
plains	cloud	decimal	bit	business
gas	lost	yourself	whose	separate
England	sent	control	received	break
burning	symbols	practice	garden	uncle
design	wear	report	please	hunting
joined	bad	straight	strange	flow
foot	save	rise	caught	lady
law	experiment	statement	fell	students
ears	engine	stick	team	human
glass	alone	party	God	art
you're	drawing	seeds	captain	feeling

9th 100 Words

supply	fit	sense	position	meat
corner	addition	string	entered	lifted
electric	belong	blow	fruit	process
insects	safe	famous	tied	army
crops	soldiers	value	rich	hat
tone	guess	wings	dollars	property
hit	silent	movement	send	particular
sand	trade	pole	sight	swim
doctor	rather	exciting	chief	terms
provide	compare	branches	Japanese	current
thus	crowd	thick	stream	park
won't	poem	blood	planets	sell
cook	enjoy	lie	rhythm	shoulder
bones	elements	spot	eight	industry
mall	indicate	bell	science	wash
board	except	fun	major	block
modern	expect	loud	observe	spread
compound	flat	consider	tube	cattle
mine	seven	suggested	necessary	wife
wasn't	interesting	thin	weight	sharp

10th 100 Words

company	France	shoes	workers	rope
radio	repeated	actually	Washington	cotton
we'll	column	nose	Greek	apple
action	western	afraid	women	details
capital	church	dead	bought	entire
factories	sister	sugar	led	corn
settled	oxygen	adjective	march	substances
yellow	plural	fig	northern	smell
isn't	various	office	create	tools
southern	agreed	huge	British	conditions
truck	opposite	gun	difficult	cows
fair	wrong	similar	match	track
printed	chart	death	win	arrived
wouldn't	prepared	score	doesn't	located
ahead	pretty	forward	steel	sir
chance	solution	stretched	total	seat
born	fresh	experience	deal	division
level	shop	rose	determine	effect
triangle	suffix	allow	evening	underline
molecules	especially	fear	hoe	view

Creating Analogies

Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. **Example**: core is to earth as nucleus is to atom.

<u>thermometer</u> **...is to...** <u>temperature</u>
as   Both measure things
<u>odometer</u>   **...is to...**   <u>speed</u>
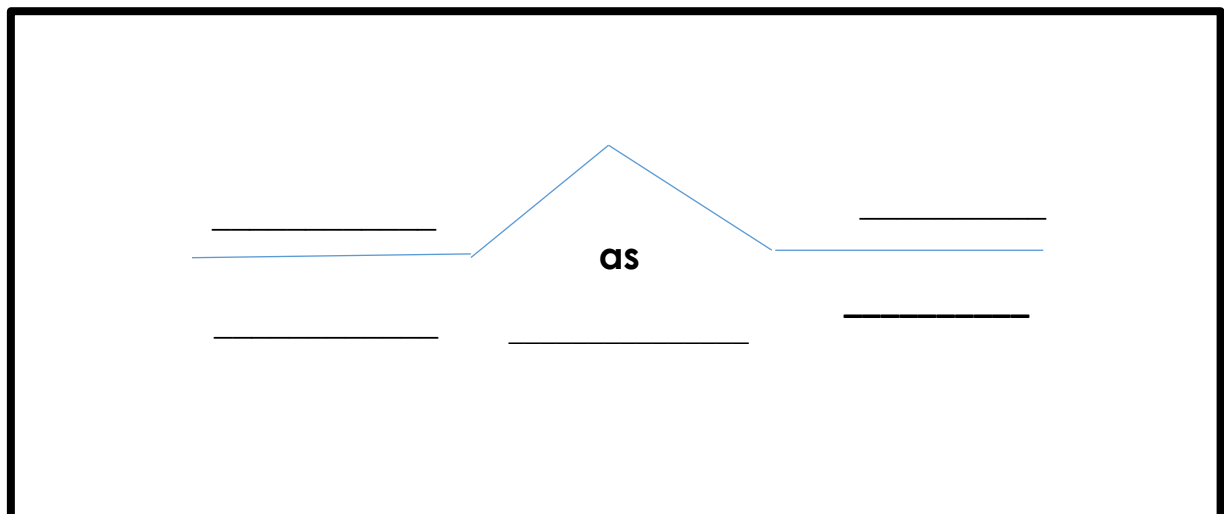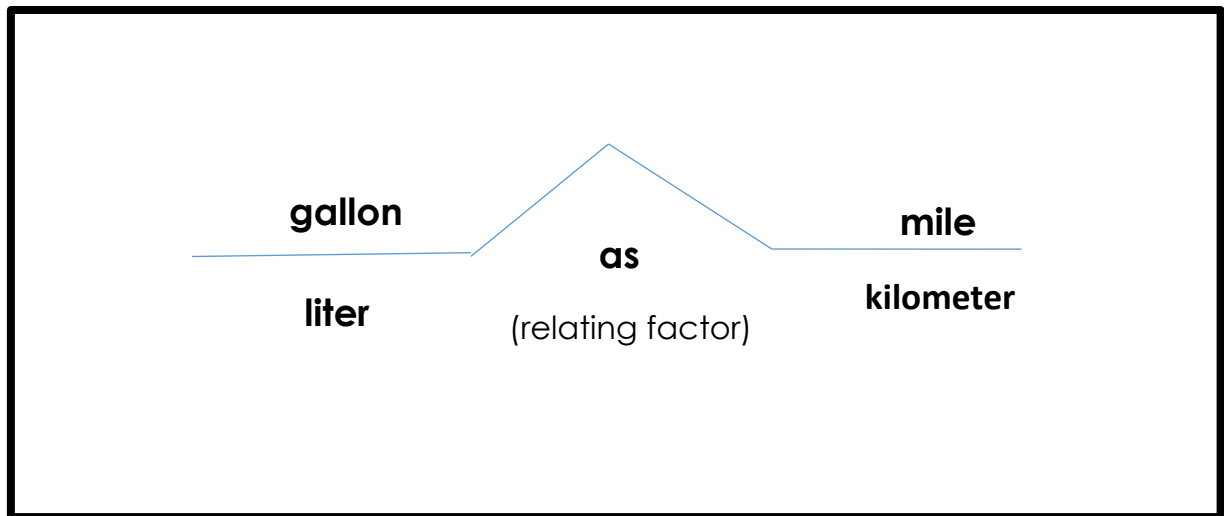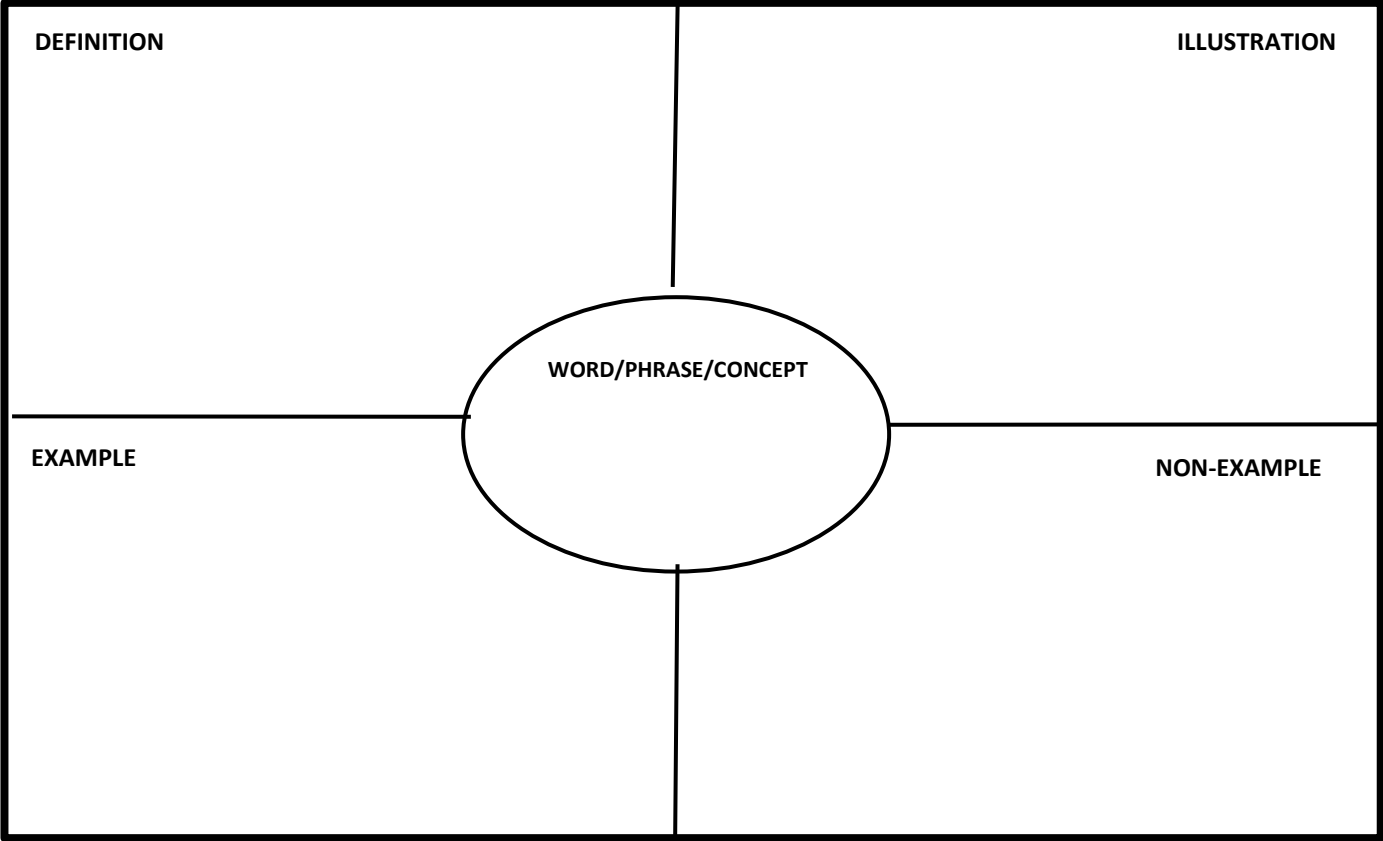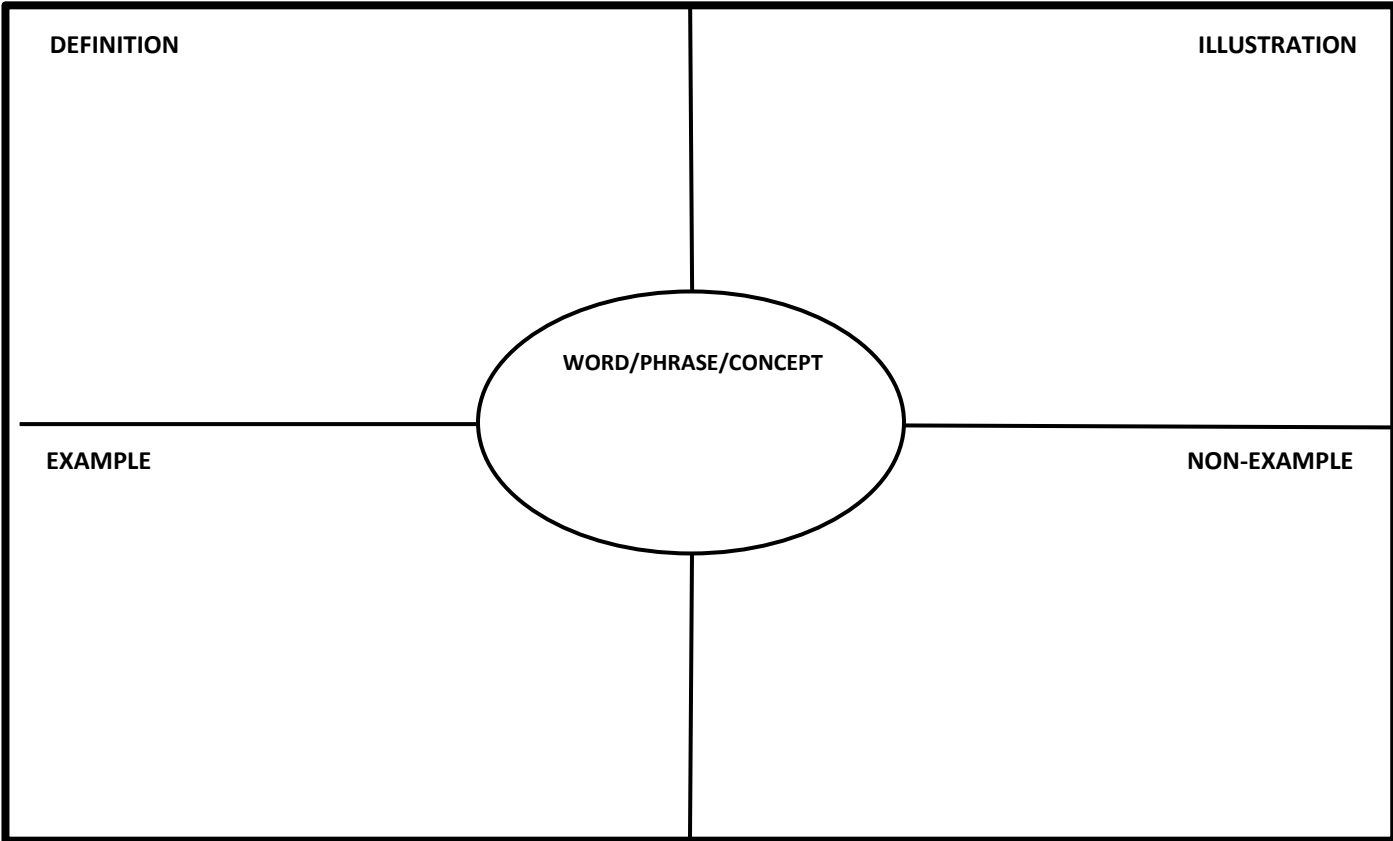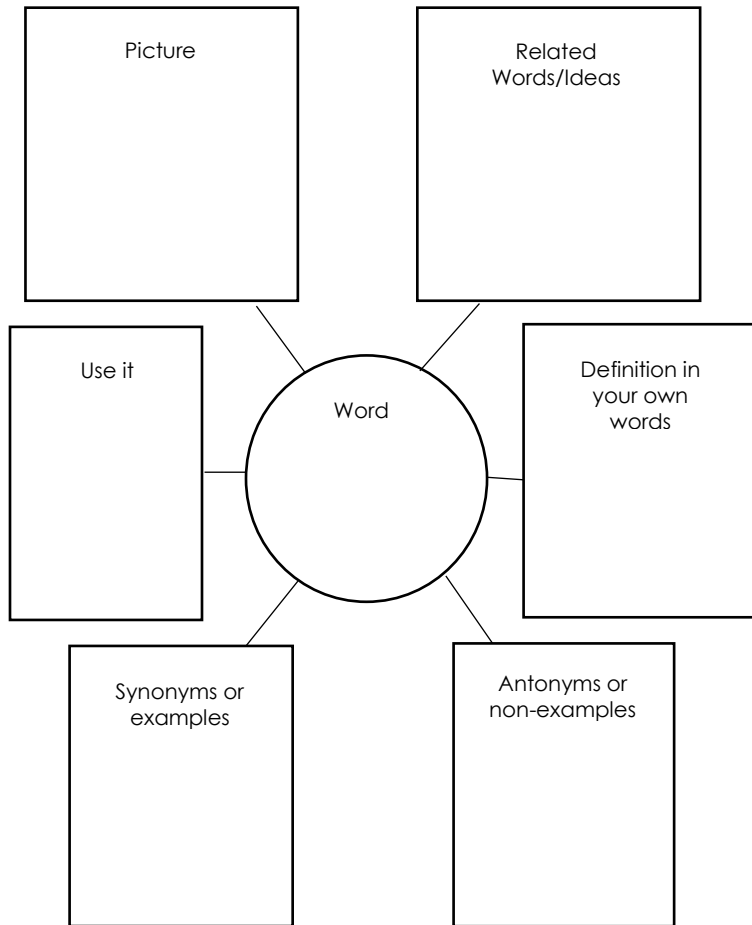
_____ **... is to ...** _____

as

_____ **... is to ...** _____

_____ **... is to ...** _____

as

_____ **... is to ...** _____

Creating Analogies

Analogies help us dee how seemingly dissimilar things are similar, increasing our understanding of new information. **Example:** core is to earth as nucleus is to atom.

gallon

as

mile

liter

(relating factor)

kilometer

_____

as

_____

_____

_____

_____

DEFINITION

ILLUSTRATION

WORD/PHRASE/CONCEPT

EXAMPLE

NON-EXAMPLE

DEFINITION

ILLUSTRATION

WORD/PHRASE/CONCEPT

EXAMPLE

NON-EXAMPLE

Semantic Map

Picture

Related Words/Ideas

Use it

Word

Definition in your own words

Synonyms or examples

Antonyms or non-examples

New Word:

_____

Definition

Picture

Synonyms

Antonyms

Context

Sentence

Sample Sentence Frames

Relationship Or Connection	Sentence Frame Examples	Transitions		
Describe	• The _____ has _____, and _____. • How does the _____? • Why did/didn't the _____? • _____ is located (prepositional phrase) the _____. • The _____ are usually _____.	*for example* *for instance* *in support of this* *in fact* *as evidence*		
Argument Agree or Disagree	• I don't think the evidence supports _____ because ____. • I don't agree with that statement because _____. • As we just saw in the experiment, _____ does _____ due to _____.	I realize you / I understand you / Even though you / Although you / Some people / It may be that you / On the contrary	Believe / Feel / Maintain / Want / Favour / Support / Argue	But / Yet / However / I doubt / I question / Let me explain / On the other hand
Cite Information	• Here we see that _____. • The data shows that _____. • The (author/text) reveals that _____.	*As evidence* *I notice*		
Estimate	• Looking at the_____, I think there are _____ .	*approximately, about, roughly*		
Hypothesize & Make Predictions	• I think _____ will _____ . • What I already know about _____ helps me predict that _____. • Because _____, I predict that _____. • If _____ had _____, then _____ would have _____ .	*In my opinion* *There is no doubt that* *I question whether* *I believe* *From my point of view* *I (dis)agree* *It is my belief that* *It seems to me that* *I maintain that*		
Give and Support Opinions	• (I think) _____ is _____ because _____. • (I like) _____ because _____.	*first* *furthermore, besides* *further* *second* *in addition* *next* *finally*	*equally important* *likewise* *again* *third(ly)* *also* *moreover* *similarly* *last (ly)*	
Cause and Effect	• The _____ had _____ so _____. • Due to the fact that _____, _____ decided to ____.	*since* *caused by* *in effect* *because of* *this results in* *brought about* *due to consequently,* *made possible,*	*therefore* *as a result of* *give rise to* *if… then* *leads to* *was responsible for* *for this reason,* *accordingly,*	

			as might be expected
Draw Conclusions	• The _____ is _____ because _____. • She/He feels _____ because _____.	*for the reasons above* *to sum up* *in short* *in brief* *as you can see* *to be sure* *undoubtedly* *without a doubt* *in conclusion*	*in any case* *in other words* *in summation* *obviously* *concluding* *on the whole* *unquestionably* *in any event* *as I have noted*
Compare	• This _____ is similar to ____ because both _____.	*in like manner* *likewise* *similarly* *as well as*	*in the same way* *have in common* *all are* *compared to*
Contrast	• This _____ is similar to _____ because both _____.	*after all* *for all that* *on the other hand* *although* *this may be true,* *however* *on the contrary* *and yet* *in contrast to this* *still*	*nevertheless* *yet* *but* *notwithstanding* *as opposed to* *conversely* *even though* *rather than* *in spite of* *at the same time*
Sequence	• We saw that first,____, then ____, and at the end ___.	*again* *first* *moreover* *also* *further(more)* *next* *and then* *in addition* *secondly* *besides* *last(ly)* *thirdly*	*equally important* *too* *finally* *likewise,* *after a few days* *immediately* *meanwhile,* *afterward* *in the meantime* *soon* *at length*
Measure	• A ___ is ____ cm. long, ____ cm. wide, and ____ cm. tall. • This _____ holds a volume of _____ mls. • Before we ____, the liquid _____, but now it ____.	*approximately* *about* *roughly*	*estimate* *nearly*
Construct charts, tables, and graphs	• Plot _____ and _____. • Plot _____ as _____. • Graph the independent variable _____ as a function of _____.	*plot* *graph* *function* *variable* *direction*	*quadrant* *coordinate* *plane* *slope*
Distinguish fact from opinion	• Although you say ____ the table says that _____. • The word ___ is evidence that _____ is a(n) _____. • This is a(n)____ because we can/cannot prove ___.	*although* *as opposed to* *whether or not*	*on the contrary* *in spite of*

Summarize	• The main idea from this observation is that _____. • In short _____, but actually_____.	as has been noted in other words indeed as I have said in short to sum up in fact	on the whole for example in sum to be sure for instance in brief in any event
Identify Relationships	• This _____ is necessary for _____ because it _____. • Both ___ and ___ could be classified as _____. • The reason ___ goes with _____ is because _____.	since caused by in effect because of this results in brought about due to consequently made possible	if…then leads to was responsible for as might be expected therefore as a result of give rise to for this reason accordingly

Taken from: http://literacy.dpsnc.net/five-pillars/writing/sentence-frames