

Listening – Grade 5

<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>Such as:</p> <p>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>Such as:</p> <p>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>Such as:</p> <p>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>Such as:</p> <p>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>

