

**Reading  
for  
Information**

**A Classroom Assessment Package**

**Grade 5  
First, Second and Third Term**

**Developed by Cathy Molinski  
North Vancouver School District  
Fall 2002**

**North Vancouver School District Press**

## Foreword

Our schools strive to provide all students with opportunities to succeed in challenging educational programs. To support this goal and to illustrate examples of promising and best practices, our talented and creative teachers and administrators develop local resources for the use of teachers and students.

I hope that teachers will find the materials in this document to be helpful and relevant in their instructional planning, classroom management and decision making.

I extend my appreciation and the gratitude of the Board of School Trustees to Cathy Molinski who prepared this instructional resource.

Dr. Robin Brayne, Superintendent of Schools.

*If the material in this document supports reading instruction in your local context,  
you may order the book from:*

Program Services  
North Vancouver School District, c/o Leo Marshall Curriculum Centre  
810 West 21<sup>st</sup> Street, North Vancouver, B.C. V7P 2C1  
[www.nvsd44.bc.ca](http://www.nvsd44.bc.ca)  
Fax: (604) 903-3778

# *Reading for Information: A Classroom Assessment Package*

## **Introduction**

This package has been written to address the request from classroom teachers for a reading assessment that could be administered to the entire class in a short period of time.

The assessments have been designed for use in Term 1, Term 2 and Term 3, so that information could be gathered about particular reading skills requiring further instruction.

These assessments use non-fiction text and descriptors adapted from the British Columbia Performance Standards (Reading for Information) as the marking performance rubric. It should be noted that the descriptors in the Performance Standards have been written for expected student performance in April of the grade year. Therefore assessments done in Term 1 and Term 2 cannot be used for evaluation of students and reporting to parents. However, the rubrics are very helpful in gathering assessment data that will drive reading instruction both for individual students and for the class as a whole.

The main areas of reading proficiency assessed are:

1. background knowledge and predicting
2. figuring out unknown words
3. main idea
4. summarizing
5. inferences and conclusions
6. accuracy
7. fluency

It is intended that all students in the class take each of the grade level assessments at the same time whether they routinely demonstrate below, at, or above grade level reading performance. Grade level performance standards cannot be used to assess students unless they are reading grade-level text.

## **Contents of this Assessment Package**

- Information on preparing and administering the assessment
- Classroom Assessments booklets for 1<sup>st</sup> Term, 2<sup>nd</sup> Term and 3<sup>rd</sup> Term
- Single copies of the Reading selection for each term
- Class Reading Assessment Recording Sheet

cont'd...

### Assessment Preparation

- Copy the assessment you wish to use on 11" x 17" sheets of paper (one per student). The 11" x 17" sheets should be folded in half as in the original booklet.
- Allow up to 60 minutes of class time for the assessment. Students should have a book on their desks to read quietly when they have finished the assessment.

### Assessment Instructions

- Step 1 Have students **predict from the title and answer question 1 before they read.**
- Step 2 Have students read the rest of the text selection and answer the questions in writing.
- Step 3 While the students are working, take the copy of the reading selection and a pencil and move to each student in the class to do a running record. Put your single copy of the text in front of the student and do the running record on the student's 11" x 17" assessment copy. Each student reads aloud the first fifty words of the text selection. Multiply the accuracy rate by 2 and record the rate on the Teacher Recording page (front cover of 11" x 17" sheet). Fill in the fluency box at this time also.

#### Simplified Running Record Symbols

Accurate	(✓)	
Substitution	(X)	<u>wrong word</u> right word
Repetition	(← R)	
Omission	(O)	
Insertion	(^)	
Self Correction	(SC)	
Teacher Appeal	(TA)	

- Step 4 Mark each written answer with a tick in the appropriate box on the student recording page: *not yet, minimally, fully, exceeds expectations*. Use the descriptors for the various aspects of reading listed in the rubric on the back cover.
- Step 5 Transfer the information to the Teacher Recording Page on the front cover.
- Step 6 Using the snapshot descriptors, determine the overall performance category and list those particular categories of reading for which the student needs additional support.

cont'd...

Step 7 Record the information from the front page of each student's assessment onto the Class Reading Assessment Recording Sheet.

For each student, analyze the results and summarize areas of reading proficiency requiring further development in the column, **Instructional Focus**.

### Conclusion

The information summarized on the Class Recording Sheet indicates the areas of reading proficiency for which the class requires specific instruction. Students who do not meet expectations, or minimally meet expectations, should receive additional small group instruction with text appropriate to their instructional reading level.

Please refer to the North Vancouver *Reading 44: A Core Reading Framework*, for a complete description of the 12 Reading Strategies and suggested instructional activities.

Teacher Recording Page

Student Name \_\_\_\_\_ Date \_\_\_\_\_

6. Accuracy: \_\_\_\_\_ # words correct x 2 \_\_\_\_\_ %

>95% = independent level  
 90-95% = instructional level  
 <90% = frustration level

7. Fluency:

heeds punctuation            yes \_\_\_\_\_ no \_\_\_\_\_  
 uses expression            yes \_\_\_\_\_ no \_\_\_\_\_  
 uses appropriate phrasing    yes \_\_\_\_\_ no \_\_\_\_\_  
 speed            too fast \_\_\_\_\_ even pace \_\_\_\_\_ too slow \_\_\_\_\_

1. Background Knowledge and Prediction				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Figuring out Unknown Words				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Main Idea				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Summarizing				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Inferences and Conclusions				
not yet	meets (minimal)	fully meets	exceeds	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
<i>With support, the student is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features and complete assigned tasks efficiently. Work often exceeds requirements.</i>

Overall Performance:                      not yet            meets (minimal)            fully meets            exceeds

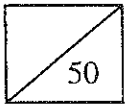
                                                                

Instructional Focus \_\_\_\_\_

### Using Pesticides to Get Rid of Bugs

Just the word "pesticides" shows what people think of bugs - they are pests.

→ Sure, we don't like those itchy mosquito bites. Flies are annoying when they buzz around in our house; and even worse, they carry diseases. Ants ruin our lawns with their anthills, and caterpillars nibble away on the leaves of plants and trees.



→ Certainly, we'd like to get rid of some of those pests! But, if we use chemical pesticide sprays instead of organic ones, we can be killing birds.

Here's how that happens. Birds can eat almost their weight in bugs in one day.

That's good news! However, when birds eat a lot of bugs that have pesticides on them, they can get sick and die. Then we have fewer birds and, of course, more bugs. Then, people use more pesticides to get rid of all *those* bugs. So, guess what happens? Even more birds die, and...We certainly can't win that way, can we?

### Dumping Waste into the St. Lawrence River

The beluga whale is a white, medium-sized whale. At one time, more than five thousand belugas lived in the St. Lawrence River. Now, they're an endangered species. How did this happen?

Over time, people have dumped so much waste into the St. Lawrence that the river water has become very polluted. Because of this, most of the beluga whales have been poisoned and died. As a result, there are only a few hundred beluga whales left in the river. This situation is of great concern to groups like the World Wildlife Fund and Greenpeace. In response to their concern, Environment Canada has developed plans to help clean up the St. Lawrence.

Perhaps one day we'll see the numbers of beluga whales in the St. Lawrence increase, and these magnificent mammals will be off the endangered list.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>1. The title of this text is <u>Actions that Destroy</u>. What does this title make you think of?</p> <p>_____</p> <p>_____</p> <p>What will this text be about? _____</p> <p>_____</p> <p>_____</p>	<p>1. Background Knowledge &amp; Prediction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>Now read the whole text. Then answer the questions.</i></p> </div> <p>2. What does the underlined word <u>pesticide</u> mean in this text?</p> <p>_____</p> <p>_____</p> <p>How did you figure that out? _____</p> <p>_____</p> <p>_____</p>	<p>2. Figuring Out Unknown Words</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Main Idea</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Summarize the important facts details that you learned.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Summarizing</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. In what way is the top article about birds and the bottom one about belugas the same? What would a good life lesson be? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. Inferences and Conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>



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<i>With support, the student is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features and complete assigned tasks efficiently. Work often exceeds requirements.</i>

## Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	<input type="checkbox"/> has difficulty predicting: may offer illogical guesses	<input type="checkbox"/> makes simple, logical predictions about content based on text features and prior knowledge	<input type="checkbox"/> makes logical predictions about content and uses text features; may be able to predict structure	<input type="checkbox"/> anticipates content and structure
2. Word skills	<input type="checkbox"/> may be unable to identify problems or self-correct <input type="checkbox"/> may "give up" on unfamiliar words	<input type="checkbox"/> recognizes problems; has difficulty adjusting strategies <input type="checkbox"/> uses context clues if prompted	<input type="checkbox"/> checks for understanding adjusts strategies <input type="checkbox"/> uses various strategies to figure out unfamiliar words	<input type="checkbox"/> evaluates own understanding <input type="checkbox"/> independently figures out unfamiliar words
3. Main idea	<input type="checkbox"/> does not identify most main ideas <input type="checkbox"/> may ignore text features	<input type="checkbox"/> identifies most main ideas <input type="checkbox"/> uses text features if prompted	<input type="checkbox"/> identifies main ideas <input type="checkbox"/> uses text features effectively	<input type="checkbox"/> restates main ideas in own words <input type="checkbox"/> uses text features efficiently
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5. Inferences and conclusions	<input type="checkbox"/> may misinterpret literal information <input type="checkbox"/> has difficulty telling how the information in a selection is like or unlike other information they know	<input type="checkbox"/> few inferences <input type="checkbox"/> tells some ways the information in a selection is like or unlike other information they know about the topic	<input type="checkbox"/> may make some inferences <input type="checkbox"/> makes logical connections between new information and what they already know; gives some explanation	<input type="checkbox"/> makes inferences <input type="checkbox"/> makes logical connections; often questions or evaluates new information in terms of prior knowledge

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 5 – Reading for Informa

Teacher Recording Page

Student Name \_\_\_\_\_ Date \_\_\_\_\_

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Instructional Focus \_\_\_\_\_

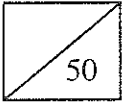
## Whooping Cranes

by Lynn Bryan

Grade 5 – 3<sup>rd</sup> Term

from Collections 5, Pearson Education - On My Own, Ginn

- The whooping crane has an interesting appearance and sound. The adult birds are white, with black-tipped wings and a patch of bare red skin on their heads. They have a long slender neck, bill, and legs. They stand about 1.5 metres tall, and are the tallest birds in North America. These great birds have been given the name whoopers because of their loud, bugle-like call.



Whoopers are one of the rarest birds in North America. They began to die out during the 1800s when settlers disturbed their nesting grounds. The only wild flock left is the one that nests in the summer in Canada's Wood Buffalo National Park. By 1954, only 21 birds remained in that flock. Laws were made to protect the whoopers and their habitat. As a result, the flock has now grown to 150 whooping cranes.

These whoopers migrate between the Canadian north and the Texas coast. Each fall, they leave their summer breeding grounds in Wood Buffalo National Park and fly 3900 kilometres to their winter home. In late March or early April, they head back to Canada and arrive by the last week in April. The migration is long and dangerous and unfortunately, some birds do not live through it.

During the winter in Texas, the whooping cranes eat mainly crabs, clams, and crayfish. Scientists are uncertain about their summer diet in Canada. Perhaps it is similar to the sandhill cranes' diet of frogs, snails, insects, grain, and other plants. One thing we do know: the whoopers have a diet that changes with their habitat.

The whooping cranes breed once they reach the bogs and marshes of Wood Buffalo National Park. A pair mates and then builds a nest of grasses, weeds, and other plants. The female lays two eggs in the nest. She and the male take turns sitting on them. After 29-30 days, reddish-brown chicks hatch from the eggs, but usually only one chick survives. It will be cared for by both its parents and hopefully will migrate with the flock in the fall.

What lies ahead for the whooping crane? Biologists are now breeding whoopers in captivity. They have also started two more flocks in the wild. Perhaps one day the whooping crane will no longer be on the endangered list.

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>1. The title of this text is <u>Whooping Cranes</u>. What does this title make you think of?</p> <p>_____</p> <p>_____</p> <p>What will this text be about? _____</p> <p>_____</p> <p>_____</p>	<p>1. Background Knowledge and Prediction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p><i>Now read the whole text. Then answer the following questions.</i></p> </div> <p>2. What does the underlined word <u>breed</u> mean in this text?</p> <p>_____</p> <p>_____</p> <p>How did you figure that out? _____</p> <p>_____</p>	<p>2. Figuring Out Unknown Words</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Main Idea</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Summarizing</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. How is Canada important to the survival of whooping cranes? What responsibility should Canadians take? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. Inferences and Conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

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Teacher Recording Page

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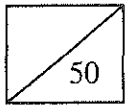
Instructional Focus \_\_\_\_\_

**Steven Spielberg**  
*by Lynn Bryan & Ron Bensen*

Grade 5 – 2<sup>nd</sup> Term

*from Collections 5 Pearson Education –On My Own,*

- Steven Spielberg is one of the most renowned film makers of recent times. His films are among the most successful ones ever made. They have captivated the imaginations of young and old alike. Several of his films have brought unbelievable amounts of money into theatre box offices.



- Steven Spielberg was born in Cincinnati, Ohio, in 1946. His fascination with producing films started very early in life. At age thirteen, he won a local contest for his forty-minute film *Escape to Nowhere*. Despite his early success, Steven was not accepted into film school, so, unlike most of his peers, he is largely self-taught. A breakthrough in Hollywood came in the early 1970s, when his film *Amblin* took several film festival awards. This won him recognition with Universal studios, and they offered him a seven-year contract.

Steven worked on several television sites with Universal, but he soon moved into the world of the big screen. In 1975, he directed *Jaws*, a horror film about a man-eating shark, which captured worldwide attention. This movie won several Oscar awards, and, in 1998, was named one of the 100 best American films of the 20<sup>th</sup> century.

Since then, Steven Spielberg has had one success after another. In 1986, he released his first animated cartoon film, *An American Tail*. Then, he and the Disney studio worked together to make *Who Framed Roger Rabbit*, which effectively combined live action and animation. Other great works you may have seen include *ET*, *Back to the Future*, *Jurassic Park* and the Indiana Jones trilogy of *Raiders of the Lost Ark*, *Indiana Jones and the Temple of Doom*, and *Indiana Jones and the Last Crusade*.

Spielberg wanted more control over his film projects, so in 1994 he joined with several entertainment executives and formed a film studio called DreamWorks. Many of Steven Spielberg's films have become legendary and will live on in the hearts of people for many years to come. And you can be sure DreamWorks will produce many more!

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>1. The title of this text is <u>Steven Spielberg</u>. What does this title make you think of? _____                  _____                  _____</p> <p>What will this text be about? _____                  _____                  _____</p>	<p>1. Background Knowledge and Prediction</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>Now read the whole text. Then answer the following questions.</i></p> </div> <p>2. What does the underlined word <u>trilogy</u> mean in this text?                  _____                  _____</p> <p>How did you figure that out? _____                  _____</p>	<p>2. Figuring Out Unknown Words</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3. What is the main idea? _____                  _____                  _____</p>	<p>3. Main Idea</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>4. Tell some important facts that you learned.                  _____                  _____                  _____                  _____</p>	<p>4. Summarizing</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5. If you were a historian what contributions would you say Steven Spielberg made to our world? _____                  _____                  _____</p>	<p>5. Inferences and Conclusions</p> <p>Not yet Meets Fully Meets Exceeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>



## Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
<i>With support, the student is able to read simple and direct selections with familiar language. Work is often inaccurate or incomplete.</i>	<i>The student is able to read straightforward information and procedures, but may need help to complete assigned tasks. Work often lacks detail.</i>	<i>The student is able to read straightforward information and procedures and complete assigned tasks independently. Work is generally accurate and complete.</i>	<i>The student is able to read materials with an increasing amount of technical or specialized language and features and complete assigned tasks efficiently. Work often exceeds requirements.</i>

## Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	<input type="checkbox"/> has difficulty predicting; may offer illogical guesses	<input type="checkbox"/> makes simple, logical predictions about content based on text features and prior knowledge	<input type="checkbox"/> makes logical predictions about content and uses text features; may be able to predict structure	<input type="checkbox"/> anticipates content and structure
2. Word skills	<input type="checkbox"/> may be unable to identify problems or self-correct <input type="checkbox"/> may "give up" on unfamiliar words	<input type="checkbox"/> recognizes problems; has difficulty adjusting strategies <input type="checkbox"/> uses context clues if prompted	<input type="checkbox"/> checks for understanding adjusts strategies <input type="checkbox"/> uses various strategies to figure out unfamiliar words	<input type="checkbox"/> evaluates own understanding <input type="checkbox"/> independently figures out unfamiliar words
3. Main idea	<input type="checkbox"/> does not identify most main ideas <input type="checkbox"/> may ignore text features	<input type="checkbox"/> identifies most main ideas <input type="checkbox"/> uses text features if prompted	<input type="checkbox"/> identifies main ideas <input type="checkbox"/> uses text features effectively	<input type="checkbox"/> restates main ideas in own words <input type="checkbox"/> uses text features efficiently
4. Summarizing	<input type="checkbox"/> work is often incomplete, confusing, or inaccurate <input type="checkbox"/> needs support to make simple notes <input type="checkbox"/> tends to randomly guess	<input type="checkbox"/> work is usually accurate, but may be vague in places or missing some details <input type="checkbox"/> makes simple notes; may omit a great deal of information <input type="checkbox"/> may have difficulty finding specific details	<input type="checkbox"/> work is clear, detailed, and complete <input type="checkbox"/> makes organized notes <input type="checkbox"/> skims and reads for details	<input type="checkbox"/> work is precise, accurate, and thorough <input type="checkbox"/> makes organized and complete notes <input type="checkbox"/> finds specific details efficiently
5. Inferences and conclusions	<input type="checkbox"/> may misinterpret literal information <input type="checkbox"/> has difficulty telling how the information in a selection is like or unlike other information they know	<input type="checkbox"/> few inferences <input type="checkbox"/> tells some ways the information in a selection is like or unlike other information they know about the topic	<input type="checkbox"/> may make some inferences <input type="checkbox"/> makes logical connections between new information and what they already know; gives some explanation	<input type="checkbox"/> makes inferences <input type="checkbox"/> makes logical connections; often questions or evaluates new information in terms of prior knowledge

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 5 – Reading for Information



