

End of Grade 5

Understanding Provincial Achievement Standards in Reading and Writing

Helping your child to be successful



Your child's ability to read and write effectively will be one of the most important tools that she or he will use to build a successful future.

Be a part of your child's learning by encouraging his or her progress and providing everyday opportunities to read and write at home.



Recognize the signs of a successful writer.

Teachers look at six areas of a student's writing to identify success, as reflected in the Provincial Achievement Standards for the end of Grade 5. *The Dance Show* story on this page is an example of acceptable writing by a student at the end of Grade 5.

Content is what a student has written. In *The Dance Show* example, the content is a retelling of a dance recital. It is a good example because it remains focused on one topic and provides many details related to that topic (There are many dancers in...; applied makeup).

Organization means the writing has a logical order with an introduction and a conclusion. The opening paragraph of *The Dance Show* introduces the main topic. Most key ideas are written as paragraphs and follow a logical order leading to an effective conclusion.

Word Choice means some interesting words and creative phrases are used. Some examples in *The Dance Show* include: three entire shows; to support me; and with a video camera to embarrass me.

Voice means that the student's personality or style comes through in the writing. In *The Dance Show*, the writer's feelings are made clear (Last week was very exciting for me). Written language that sounds like "talk" helps to show personal style.

Sentence Structure means the type of sentence(s) used. In *The Dance Show*, the sentences have a variety of beginnings and are mostly complete. A few longer, more complex sentences are attempted and many sentences flow from one to the other for easier reading.

Conventions means spelling and punctuation. In *The Dance Show* example, almost all punctuation (periods, commas, quotation marks, apostrophes) and use of capital letters are correct. Most familiar words are spelled correctly and complex words are spelled so they are easily read.

You can be involved in building your child's writing skills.

Find everyday chances to encourage your child to write.

- Encourage your child to write to-do lists and personal calendars to develop organizational skills. Begin an online space to share family updates and events.
- Write with your child. If your child has an online space, request an invitation to contribute.

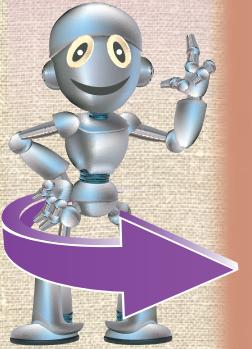
Help your child to think like a writer by noticing details about everyday experiences.

- Encourage your child to describe what she or he sees or feels. Extend the conversation with your own interesting descriptions and mature vocabulary.
- Support your child's interests by suggesting he or she write letters to an admired person, or take action on a local issue by writing letters.

Share examples of good writing with your child.

- Discuss what you are reading and why it interests you. Read effective passages and sentences aloud.
- Discuss your reactions to powerful writing by sharing how it impacts your feelings and thinking about various topics.

Tear off these handy tips for helping your child develop strong reading and writing skills.



When looking at your child's writing together, ask these questions with your child to build effective writing skills:

Did I

- ✓ narrow my focus to one main idea, with lots of detail?
- ✓ organize my writing into paragraphs that make sense?
- ✓ include a title, introduction and proper ending?
- ✓ use a variety of sentences and start them in different ways?
- ✓ choose some exciting words and phrases that stand out?
- ✓ write about something I care about and share my thoughts and feelings?
- ✓ remember to use capital letters, periods, commas and apostrophes?

The Dance Show

Last week was very exciting for me. Can you guess what it was? The Dance show. Each year, there are three shows. Saturday at 1:00 pm and at 6:00 pm, The third one is placed Sunday at 2:00 pm. Jane Doe is the instructor that had planed the three entire shows.

Every year my grand-parents drive from St. Stephen to Placeville to watch me dance. This year, only my grandmother came to support me because my grandfather could not make it. My parents come as well with a Video Camera to embarrass me (not really). They appear each year at the Saturday Show at 6:00.

Saturday, my mom applied make up and straightened my hair. It took more time on me to get ready due to my brother being a boy. I grabbed my dance bag onto my wig for our dance robots and skipped out the door. As we walked into the High school, the School was bare. Show that I enjoyed the most was the Saturday Show at 6:00, because my family was there. Saturday at 1:00 and Sunday at 2:00 were tied.

This year was one of the most exciting years of dance. I definitely will join dance next year and hope you will too!

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Help your child be a successful reader.

Encourage the use of these **reading strategies** to help your child improve understanding of what she or he reads. Make a game of choosing one or two strategies to apply when reading or have family members each pick a strategy to practice as a reading game.

Encourage Your Child to...

Make predictions



Ask
What do you think this reading will be about? What are your clues?

Ask questions

Ask
Do you have any questions about what you are reading? What clues may help you to discover the answer?



Clarify reading when meaning is lost

Ask
What strategy might help you figure out the tricky word?
Can you reread or slow down for the tricky part? Are there other clues in the reading to help you understand?



Visualize

Ask
Can you see a picture in your mind as you read? Tell me what you see.



Summarize

Ask
Can you tell me what happened first, next and last?
Can we look back together to remember?



Recognize the signs of a successful reader.

In Grade 5, your child will read longer stories (fiction and non-fiction) independently. You and your child's teacher can tell whether your child is reading successfully by watching for growth in the following **reading behaviours**, drawn from the Provincial Achievement Standards for the **end of Grade 5**.

Knowing when meaning is lost and self-correcting using reading strategies

Encourage your child to reread difficult sections and make corrections to reading errors.

Improving in the use of strategies to solve longer words independently

Encourage your child to look for common prefixes (*pre, un, dis*) and suffixes (*ing, able, ment*) and parts of words that he or she knows.

Automatically recognizing more challenging common words, such as country, especially, impossible, apologize, unfriendly, delicious...

Encourage your child to look for and read frequently used words on websites and in cookbooks, newspapers, magazines, comics...

Reading familiar texts smoothly and with expression

Encourage your child to read and reread texts until reading sounds like talking, with correct pausing, phrasing (grouping of words) and expression.

Using text features (table of contents, glossary, diagrams, headings, graphs) to locate information

Help your child use all sources of information to understand content and word meaning.

Recounting events/instructions/details to show understanding of a text

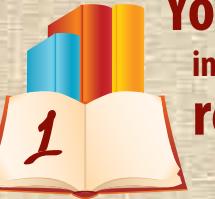
Engage your child in retelling, explaining and talking about what was read. Use questions to extend your child's thinking.

Books to build reading skills

Early Grade 5

- **Fantastic Mr. Fox** by Roald Dahl
- **The True Story of the 3 Little Pigs** by Jon Scieszka
- **Adventures of the Shark Lady** by Ann McGovern
- **A Book About Planets and Stars** by Betty Reigot
- **Outside and Inside Snakes** by Sandra Markle
- **Harry Houdini: Master of Magic** by Robert Kraske

You can be involved in building your child's reading skills.



Before reading, ask:

- What do you notice about how this report is organized? How will that help you?
- What do you already know about this topic? What questions do you still have?



During reading, ask:

- Look at this photograph and caption. What else does it tell you about the topic?
- What does this word mean? What helped you figure it out?



After reading, ask:

- How would you describe the character to someone who hadn't read this book?
- Do you agree with the author's opinion? Why or why not?

By the **end of Grade 5**, your child should be able to read and understand texts similar to the one on the right. Topics often go beyond personal experiences and many topics are geared to the interests of preadolescent readers.

Chapter books have no or few pictures, while non-fiction texts have more text features (such as photos, tables, diagrams and graphs). There are many lines of print on a page. Print is organized in paragraphs with more complex (compound) sentences as well as longer simple sentences.

Texts include challenging language and often make more complicated use of dialogue (talking) and figures of speech (metaphors and similes). Readers may be challenged to figure out new content words and words with more than three syllables (e.g., cultivated).



End of Grade 5

- **The Lion, the Witch and the Wardrobe** by C. S. Lewis
- **Bruce Coville's Book of Spine Tinglers: Tales to Make You Shiver** by Bruce Coville
- **The Rough-Faced Girl** by R. Martin and D. Shannon
- **Galaxies** by Seymour Simon
- **Anne Frank** by Rachel Epstein
- **One Giant Leap** by Mary Ann Fraser

The Fascinating Sunflower

For hundreds of thousands of years, people have been fascinated by the sunflower. The Aztec and Inca people believed that it represented the sun and they worshipped it. Over the years, botanists, mathematicians, doctors and artists have all studied this amazing flower.

History

Early in our history, Native Americans cultivated the sunflower and used the seeds.

In the 1500s, Spanish explorers took the seeds back to Europe and after that, sunflowers spread throughout the world.

Uses

Today sunflower seeds have many uses:

- Cooking oil
- Animal feed
- Snacks
- Ingredient in salad dressings
- Ingredient in foods such as granola bars
- Margarine

Nutritional Value
Vitamin E
Calcium
Iron
Vitamin B
Protein

The Plant Itself



A remarkable detail about sunflowers is that when they are in bud, they are heliotropic. This means that the flowers follow the sun across the sky from east to west. At night, the flowers may face in any direction, but at dawn, they face the east. This tracking motion is performed by motor cells in the pulvinus. I prefer to think that the sunflowers just like the warmth of the sun on their faces.

As well, did you know that sunflowers vary a great deal in height? One of the tallest was grown in the Netherlands and was 7.7 metres tall! It is incredible that it was grown in the same country as an artist who is famous for his paintings of sunflowers.

Art

Vincent Van Gogh, an artist who painted in the 1800s, is well known for his brush strokes and use of colour. His series of sunflower paintings is recognized throughout the world. All his life, Van Gogh struggled with mental illness and his paintings only became valuable after his tragic death.



Vincent Van Gogh

Born: the Netherlands, March 30, 1853 **Died:** July 27, 1890
Occupations: clerk in a bookstore, art salesman, preacher, artist
Studied Art: Belgium, and Paris, France
Paintings: painted around 900 works; sold only one when alive
Today: he painted 7 of the 30 highest priced paintings in the world

Contact Us

The Department of Education is committed to your child's reading and writing success. If you have any questions about your child's progress or about how you can be an active part of his or her learning, contact your child's teacher or the provincial literacy team at 506-453-2812.