

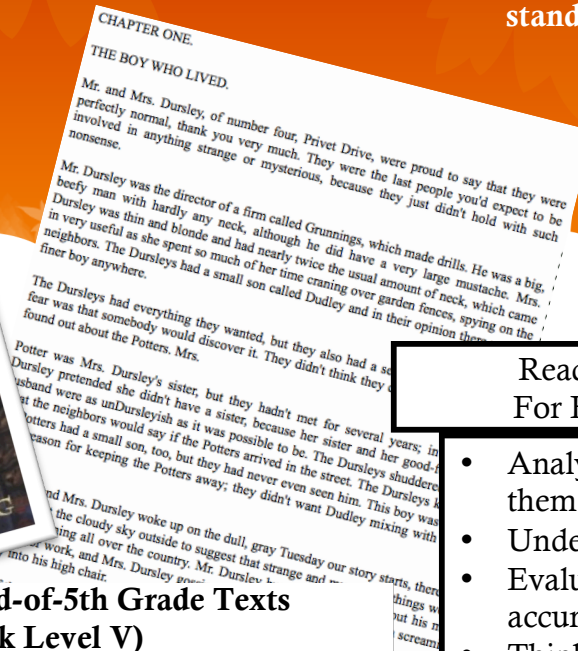
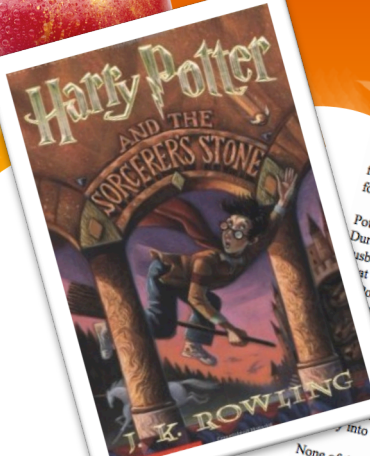
5th Grade Literacy Expectations

Augusta School Department

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By the end of 5th GRADE our students are strategically reading and writing for a variety of purposes. This document will share examples of those expectations for meeting the standard in reading and writing.

Reading



Sample of text that MEETS end of 5th grade standard.
Harry Potter and the Sorcerer's Stone
Rowling. (1998) Puffin

Reading Strategies/Behaviors For End-of-5th Grade Readers

- Analyzes complex themes & applies them to current life situations
- Understands multiple perspectives
- Evaluates fiction/nonfiction for accuracy and authenticity
- Thinks critically about the quality of writing & writer's point of view
- Tries new genres, topics, authors
- Understands symbolism and literary references
- Learns about self and others by dealing with topics of death, prejudice, courage, etc.

Book Ideas for Your Child

Diary of a Wimpy Kid
Series (Kinney)

Harry Potter Series
(Rowling)

Books of Ember series
(DuPrau)

Island of the Blue Dolphins
(O'Dell)

Tuck Everlasting
(Babbitt)

Holes
(Sachar)

Characteristics of End-of-5th Grade Texts (Benchmark Level V)

- Stories and biographies go beyond simple narratives to provide significant amount of historical information and focus on difficult themes, important human problems and critical periods of history
- Science fiction presents sophisticated ideas and concepts
- Multi-dimensional characters develop over time
- Texts require readers to think critically
- Full appreciation of the texts requires noticing aspects of the writer's craft
- Texts have print in a small font
- Novels may be two hundred to three hundred pages long

WEBSITES FOR 5th Grade LITERACY:

Popular 5th Grade Books

<http://www.goodreads.com/shelf/show/5th-grade-books>

Parents Guide to 5th Grade

<http://www.education.com/grade/fifth-grade/>

Internet4Classrooms connections

http://www.internet4classrooms.com/skills_5th.htm

10 Best Ways to Help Your 5th Grader Succeed

<http://www.scholastic.com/schoolage/grade5/homework/10bestways.htm>

Many 5th grade students continue to enjoy series books, follow the works of favorite authors and enjoy nonfiction. They are reading books with more mature themes and concepts. It is helpful if parents are familiar with books and can discuss with their children some of the difficult issues that are explored. Having

Writing

Characteristics of End-of-5th Grade Writing

- Engage & orient the reader by establishing a situation, introduce a narrator/characters, & create an organization that sequences events naturally and logically (problem/resolution).
- Narrative techniques: dialogue, pacing, description show characters' external behavior & internal responses
- Strong beginning, and satisfying end with paragraph structure
- Well-chosen, precise word and phrases, evidence of voice
- Temporal words, phrases, clauses manage sequence of events.
- Consistent control of standard conventions

-from the Augusta Developmental Writing Continuum

Sample of student work that MEETS the standard for end of 5th grade.

Writing Ideas for Home

- Write letters and emails to family or friends
- Write letters to the editor
- Keep a journal or scrapbook
- Make your own graphic novel
- Start your own "series" book
- Create a blog or website

State Standards for Literacy



<http://www.corestandards.org/the-standards>

To know what the expectations are for your child, by grade level, you can visit this website. Almost every state in the nation has adopted these rigorous standards. Your child's teacher can tell you more about how they teach to these standards and what they mean for your child's instruction

Magic School

"I wonder if we're there yet?" I thought as I looked out the window of the bus. Meadow closed her book and looked at me. "Lunar, I know what you're thinking, so sit down, we're almost there." "Sorry, I'm just so excited to go to Charm Academy," I said. Meadow rubbed her head. "Yeah, I'm excited to learn dark magic, I bet you're excited to learn light magic, right," she said with a grin. "Yup." "Well, no need to be too excited, because we're here." When I heard that, I dashed out of the bus. Meadow sighed. Everyone went to the garden to play. When Meadow caught up to me, she saw me next to a rock with a crack in it. I pulled a huge hammer from my bag (because I pretty much have everything in my bag) and started hitting it with my hammer until it opened up. A round, tiny stone with all the colors of the rainbow was in the cracked rock. I asked Meadow what it was, but she didn't know, she just shook her head. Then the stone suddenly started wiggling back and forth, faster and faster, until it started cracking open. A tail came out, then a foot, then another foot, then an arm, then another arm, then finally it's head. Then the egg shell came off. It was a baby.

Engaging lead pulls the reader into the story. The writer effectively uses dialogue to show relationships among the characters, their thoughts and reaction to events. Some good examples of "show-don't-tell" style-where the writer's descriptions create pictures in the reader's mind. Lacks paragraphs but transition words show thoughtful organization.