



*Fifth Grade  
Reading  
and Writing*



*Outcomes for  
this session*

Understand ways to support the following...

- Reading Behaviors for Rising 6th Graders
- Authentic at-home writing opportunities



# *Schedule*

- Support reading at home
- Support writing at home
- Skills to prioritize this summer
- Q & A



# *Reading Expectations*

By the end of fifth grade, we hope children read texts at or around "Level V" or Lexile Levels 900-1050.

# Reading Behaviors to Observe

## Word-solving and Fluency

- Learns technical language and concepts through reading
- Flexibly and automatically uses tools such as glossary, legends, charts, and diagrams
- In oral reading, figures out new words rapidly while reading smoothly, with fluency, phrasing and expression
- While reading silently, reads rapidly and with attention to meaning

# Reading Behaviors to Observe

## **Reading stamina and volume**

- Demonstrates interest in reading an extended text over a longer time period
- Sustains attention and thinking over the reading of texts that are long and have small fonts

# Reading Behaviors to Observe

## Thinking *about* and *beyond* the text!

- Understands and talks about complex themes, analyzing them and applying them to current life situations
- Notices aspects of the writer's craft and looks at the text from a writer's point of view
- Tries new genres, topics, and authors, and is able to compare them with known genres, topics and authors

# Common Core Writing Standards

Write **opinion** pieces on topics or texts, **supporting a point of view with reasons and information.**

CCSS.ELA.W.5.1

Write **informative/ explanatory** texts to **examine a topic** and convey ideas and information **clearly.**

CCSS.ELA.W.5.2

Write **narratives** to develop real or imagined experiences or events using **effective technique, descriptive details, and clear event sequences.**

CCSS.ELA.W.5.3



# Authentic Writing Opportunities

- Make a list (shopping, wish, tasks, etc.)
- Write a schedule or keep a calendar (daily, weekly, monthly)
- Keep a diary
- Make a summer scrapbook
- Keep a nature discovery journal
- Write letters to family members
- Write thank you notes
- Email a pen-pal

Invite your child to write daily as you typically do!

# Opinion, Informational, & Narrative

- Make a list (shopping, wish, tasks, etc.)
- Write a schedule or keep a calendar (daily, weekly, monthly)
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# Writers Notebooks

- **Informational writing**

(Write about something you read, something you're learning, something you want to teach)

- **Narrative writing**

(Keep a journal, write about small moments, or even write a fiction story!)

- **Persuasive writing**

(Take a stand! Write a speech, a letter, or a petition about your opinions)



# Language and Conventions

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)
<b>LANGUAGE CONVENTIONS</b>							
<b>Spelling</b>	<p>The writer used what he knew about word families and spelling rules to help him spell and edit.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p>	Mid-level	<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.</p>	Mid-level	<p>The writer used what he knew about word patterns to spell correctly and he used references to help him spell words when needed. He made sure to correctly spell words that were important to his topic.</p>	Mid-level	<p>The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.</p>
<b>Punctuation</b>	<p>The writer punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, the writer put punctuation at the end of every sentence.</p> <p>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	Mid-level	<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p> <p>The writer used periods to fix his run-on sentences.</p>	Mid-level	<p>The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history, and it was common to . . . .</i></p> <p>The writer used a variety of punctuation to fix any run-on sentences.</p> <p>The writer used punctuation to cite her sources.</p>	Mid-level	<p>The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect information in some of his sentences.</p> <p>The writer punctuated quotes and citations accurately.</p>

# Keyboarding

- Find a program your child likes.  
Dancemat typing (BBC)  
<https://www.dancemattypingguide.com/>
- Type for authentic purposes  
(Emails, diaries, schedules, and more!)
- Use a keyboard  
Touch-screens are great, but a touch-screen with a keyboard is even better!



# Reminder!

According to the Common Core Standards, by fourth grade students must “demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.” **Fifth graders should be able to type two pages in a single sitting.**

# Skills to work on over the summer

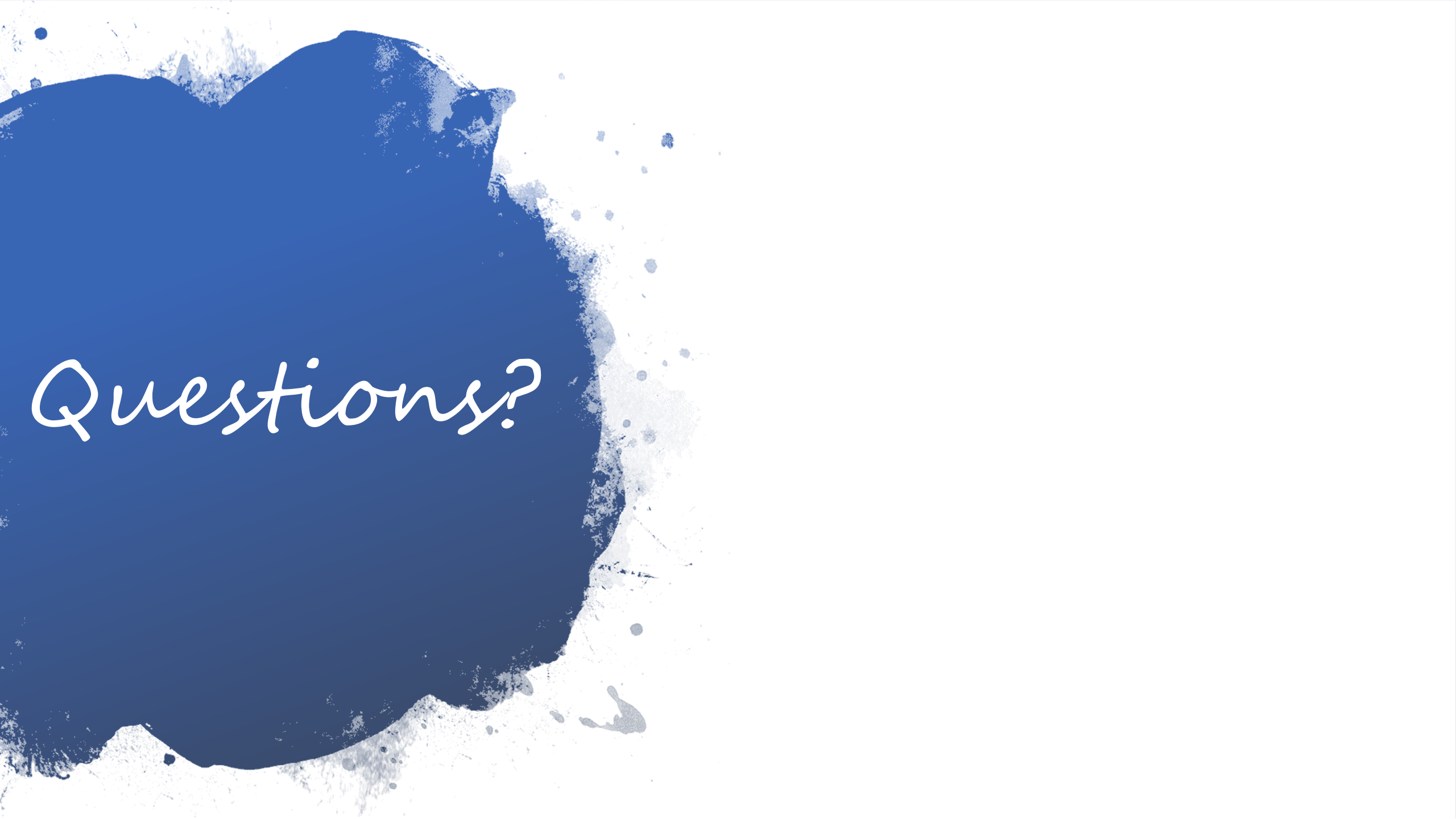
## Humanities

- Typing
- Reading chapter books and keeping track of characters and problems throughout the story
- Discuss text after reading
  - [Question stems resource](#)
- Reading and writing stamina
  - working up to 45 minutes

# Online Resources

- **Typing Agent** Lessons and games to practice typing skills and speed.
- **Epic!** Online collection of fiction and nonfiction books.
- **Newsela.com** Collection of current events adapted from vetted news sources, available in English and Spanish.
- **Khan Academy** Online courses in every subject, great resource for help with language and conventions.





*Questions?*