Grade 5
mRLC
Illustrated End of Year Expectations
Reading (Revised 2017)

1. Acknowledgements

2. Introduction

3. Illustrated Examples

4. Appendices 1-6

   1. Comprehension Processes of Proficient Readers

   2. Reading and Writing Text Type Studies

   3. The Writing Traits

   4. Sunrise Writing Process Model

   5. Performance Standards for Writing

   6. Reading Recommendations

Manitoba Rural Learning Consortium
Grade 5
Illustrated End of Year Expectations
Reading

Karen David	Educational Consultant
Pat Adamson	Educational Consultant

Introduction

This draft document is intended to support teachers in planning, teaching, assessing, and reporting students' literacy achievement. Expert educators developed the **Illustrated End of Year Expectations (IEYE)** you see here. They have used the most current research on literacy methodology and pedagogy, the **Manitoba Curriculum**, and other related resources. The **Illustrated End of Year Expectations** are a companion to the **mRLC Essential Learning** and **Backward Planning templates** all of which are meant to assist teachers in providing quality literacy education to all students.

These sample materials include:

- an introduction
- Grade 5 Illustrated End of Year Expectations for Reading
- appendices

Purpose

This Illustrated End of Year Expectations (IEYE) document provides teachers with a professional tool that describes the reading and writing behaviours of students who are meeting end of year outcomes and achieving Level 4 outcomes of the Manitoba provincial report card academic scale. The IEYE document takes into account the texts that students need to be able to read and write and the tasks they encounter as they progress from Grade 1 to Grade 8. The expectations describe the literacy expertise they will need to meet these demands. Teachers need to ensure that students develop their literacy expertise so that they are able to engage across curricular areas at increasing levels of complexity and with increasing independence.

Teachers can look thoughtfully across the full range of end of year expectations as they make decisions about individual students' strengths and needs. Through ongoing assessment – observation, conversation and products – teachers will recognize that not all students match the IEYE reading and writing behaviours. Consequently, they need to consult the behaviours at lower or higher grades to design effective and specific instruction that supports and engages all learners.

Literacy is critical for students to be engaged, successful learners. However, students need to do more than simply read and write.

Learning depends on students being able to

- understand,
- respond to, and
- use a variety of oral, literary and media texts to think,
- to locate,
- interpret and
- evaluate information, and to communicate.

They need to use reading and writing skills and strategies as interactive tools to meet specific learning purposes across curricular areas.

© 2014 mRLC – Manitoba Rural Learning Consortium
Revised 2017

For the success of all learners, teachers need to share a common vision of expectation. Examining the Illustrated End of Year Expectations together, teachers can share, reflect and extend their understandings about literacy assessment and instruction.

Using the IEYE: Professional Learning Communities

The IEYE is intended to provide teachers with a conceptual tool that they can use to think constructively about literacy. Teachers can work individually, in small groups, as a staff, or across a school division to:

- recognize key literacy processes and competencies across grades 1-8. Ex. Buehl's comprehension structure; Culham's writing traits.
- better understand the literacy demands of texts and tasks across curricular areas.
- develop awareness of the literacy knowledge and skills that students require to make progress in learning.
- link literacy assessment data and the specific instruction that students need. Ex. Identify students at risk and specifically design timely intervention; identify students who would benefit from enrichment
- compare current expectations, assessments and evaluations to the IEYE in order reflect on and align evaluating/reporting practices.
- develop illustrated examples of reading and writing behaviours for Provincial Report Card Levels 1, 2 and 3.

Sources

The processes, characteristics and learning behaviours used in this document are a synthesis of current research and practice from the following:

- Buehl, D., Classroom Strategies for Interactive Learning, 3rd edition, International Reading Association, 2009
- Culham,R., 6+1 Traits of Writing: The Complete Guide, Scholastic Inc., 2003.
- Literacy Place for the Early Years and Moving Up With Literacy Place, Scholastic Canada, 2008
- Manitoba Curriculum Framework of Outcomes, Manitoba Education and Training, 1996
- Performance Standards for Writing, British Columbia Ministry of Education, revised 2009
- Pinnell, G.S, Fountas, I, The Continuum of Literacy Learning Gr. K-8, Heinemann, 2007
- The New Zealand Curriculum Reading and Writing Standards for Years 1-8, New Zealand Ministry of Education, 2009

Appendix

Appendix 1 – Doug Buehl's Comprehension Processes of Proficient Readers

Appendix 2 – Ruth Culham's Six Traits of Writing

Appendix 3 – Scholastic Reading and Writing Text Type Studies

Appendix 4 – Sunrise School Division Writing Process Model

Appendix 5 – British Columbia Performance Standards for Writing – The Three Types Writing

Appendix 6 –Reading Recommendations

Grade 5 Reading

Illustrated End of Year Expectations

The Grade 5 Reader: By the end of Grade 5, students will read, respond to and think critically about fiction and nonfiction texts appropriate for this grade level. Students will use strategies and cues, understand forms and techniques, access and assess information in an integrated way as they make connections and respond within and across a range of texts appropriate to this level to meet specific learning purposes across the curriculum. Students reading at or beyond these levels have developed an integrated processing system, but they need to apply their strategies to increasingly difficult levels of texts. As they do so, reading with fluency and understanding, they will expand and build their reading strategies.

Behaviours to notice and support:
- Recognizes and appreciates a wide range of genres, both fiction and nonfiction including myths and legends, historical fiction many with settings different from students' own cultural histories
- Notices graphic illustrations and gets information from them
- Synthesizes information from graphic information with the body of the text
- Uses the table of contents to help in understanding the organization of the text
- Grasps "layers" of meaning in a story; for example, specific understandings plus the "bigger picture"
- Reads, understands, and appreciates literary language
- Interprets illustrations and their connections to the text
- Keeps up with several different themes and many characters
- Interprets characters' motives and the influences on their development
- Notices and uses a full range of punctuation, including more rarely used forms such as dashes
- Learns technical words from reading
- Uses reading to learn about self and others

Source: The Continuum of Literacy Learning Gr. K-8, p. 310-313, Pinnell and Fountas, Heinemann (2007)

Illustrated Example Title: Wild Weather: Tornadoes   **Author:** Deb Loughead   **Publisher:** Scholastic Canada Ltd.

Curricular Connections: The student may study examples of severe weather including tornadoes as part of the Manitoba Science Curriculum Cluster 4: Weather.

The Text: This article describes the characteristics of a tornado, the causes and effects and how to survive one as well as providing eyewitness accounts from people across Canada who have experienced a tornado.

Text Type	Features
Descriptive Report	subheadings, tables, photographs, maps, illustrations

The Task: In this lesson, students are asked to read independently or with a partner to analyze the text to find the facts. Students are asked to record the information they find under two headings: 'Causes' and 'Effects' (Cause/Effect T-Chart).

The following example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the reading demands of the curriculum. A number of examples would be used to inform the overall teacher judgement for this student. This sample illustrates Level 4 on the academic scale of the Manitoba Provincial Report Card.

Illustrated End of Grade 5 Reading Expectations

Making Connections: Before, during, and after reading, the student brings background knowledge to the understanding of the text. He uses his prior knowledge of weather phenomenon to better understand the specific information related to the causes and effects of tornadoes.

Questioning: The student considers the question asked on the front page "Have you ever wondered what causes a tornado or whether one could happen where you live?" and asks questions of himself as he reads to clarify his understanding of the text information. Ex. 1: Has a tornado happened close to our area? Ex. 2: When is it likely for a tornado to occur? Ex. 3: What should I do if there was a tornado warning?

Self-Monitoring: The student flexibly uses a wide range of word-solving strategies to determine multi-syllabic words such as 'cumulonimbus', 'condenses', 'devastating', 'reinforced'. He adjusts his reading rate and rereads to ensure he understands the information presented in the text.
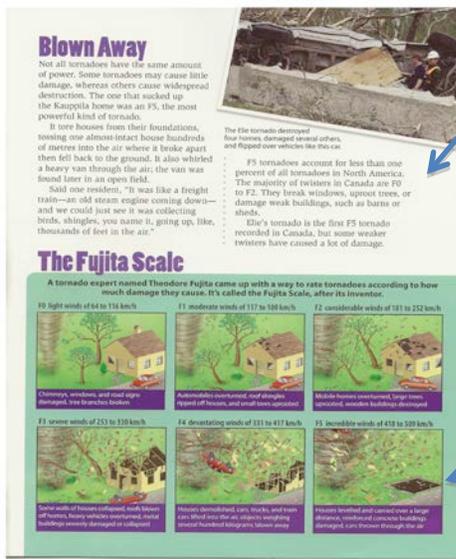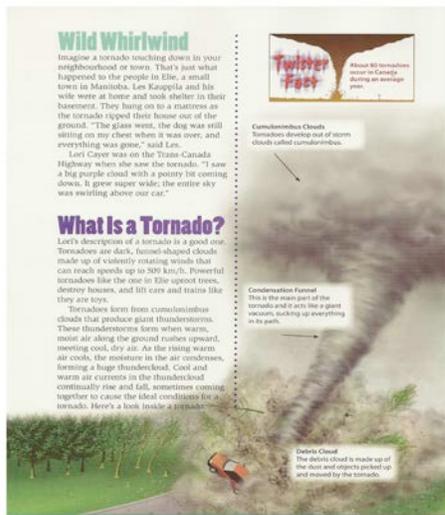
Determining Importance: The student recognizes that this is a Descriptive Report Text Type that outlines the causes and effects of tornadoes and searches for and uses information to identify important ideas and supporting details.

Synthesizing: The student identifies and remembers the important overarching ideas and information and concisely organizes these using a Cause/Effect T-Chart to be used for further discussion and writing.

Creating Mental Images: As the student reads, he is creating pictures in his mind about the facts and the words that the author uses to paint the images. The author begins the article with the sentence "Imagine a tornado touching down in your neighbourhood or town." The student reads on and uses visual, auditory, and other sensory connections to create mental images of the author's message. While reading the eyewitness accounts In Blown Away, he can 'see' and 'sense' the impact of the tornado as he reads – "It was like a freight train …".

Making Inferences: The student continues to link prior knowledge of weather to information in the text. He understands implicit meanings, makes predictions, and reads with a critical eye. The student is able to 'read between the lines' to determine why it might be important to rate tornadoes.

Self-Monitoring: The student uses graphic illustrations such as the Fujita Scale to learn more about the specific characteristics of the storm categories.

Key Characteristics of Texts That Students Read at This Level

Text characteristics that meet the reading demands of the curriculum at the end of Grade 5 should include:

Genre/Forms:
- Fiction: includes traditional literature including myths and legends, historical fiction many with settings different from students' own cultural histories
- Nonfiction: information texts or websites with multiple topics and subtopics

Text Structure:
- a variety of organizational topics and patterns including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence
- some ideas and information that are conveyed indirectly and require students to infer by drawing on several pieces of information in the text

Content:
- content requiring the reader to take on diverse perspectives (race, language, culture) in order to connect and compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures
- content particularly appealing to preadolescents

Themes and Ideas:
- topics that go well beyond readers' personal experiences and content knowledge
- themes that evoke alternative interpretations

Language and Literary Features:
- multiple characters revealed by what they say, think, and do and what others say or think about them
- fantasy and science fiction showing struggle of good and evil
- literary devices such as stories within stories, symbolism, and figurative language
- texts with multiple points of view revealed through characters' behaviours

Sentence Complexity:
- a wide range of declarative, imperative, and interrogative sentences that vary in length and in structure including dialogue and many embedded phrases and clauses
- longer (some more than 20 words) complex sentence structures
- sentences with nouns, verbs, or adjectives in a series, divided by commas

Vocabulary:
- a significant amount of unfamiliar vocabulary that students must derive meaning from context (words and illustrations) or use of glossaries or dictionaries

Word Solving:
- many multisyllabic proper nouns and technical words that require a variety of strategies and cues to be decoded
- highly technical words that require background knowledge and are not defined in the text
- words used in regional or historical dialects

Illustrations:
- most fiction text without illustrations other than the cover jacket
- a wide variety of complex graphics that require interpretation (photos with legends, diagrams, labels, cutaways, graphs, maps)

Book and Print Features:
- text features such as table of contents, indexes, glossaries, headings and sub-headings, captions, maps, charts, and graphs that clarify or extend the text and may require some interpretation
- more difficult layout of nonfiction texts, and some fiction text, with denser format
- variety in layout of nonfiction formats (question and answer, paragraphs, boxes, legends, call-outs) often occurring across a two-page spread

Source: The Continuum of Literacy Learning Grades K-8, p. 310-311, Pinnell and Fountas, Heinemann (2007).

Comprehension Processes of Proficient Readers

Keene and Zimmerman (2007) frame their research on proficient readers around seven modes of thinking that are in constant interplay when an individual is engaged in understanding. For students to achieve success in learning across the curricular areas, they need to develop strategic comprehension behaviours.

Comprehension Process	Description	Classroom Strategies
Making Connections	Reading comprehension results when readers can match what they already know (their schema) with new information and ideas in a text. Proficient readers activate prior knowledge before, during, and after reading and they constantly evaluate how a text enhances or alters their previous understandings.	• Oral Discussion • Anticipation Guide • Brainstorming • K-W-L Plus • RAFT • Text Coding
Generating Questions	Comprehension is, to a significant degree, a process of inquiry. Proficient readers pose questions to themselves as they read. Asking questions is the art of carrying on an inner conversation with the author, as well as an internal dialogue within one's self.	• B/D/A Questioning Chart • Inquiry Charts • K-W-L Plus • QARs • Reciprocal Teaching
Creating Mental Images	Comprehension involves breathing life experiences into the abstract language of written texts. Proficient readers use visual, auditory, and other sensory connections to create mental images of an author's message.	• Analogy Charting • Character Quotes • Guided Imagery • Role Playing
Making Inferences	Much of what is to be understood in a text must be inferred. Authors rely on readers to contribute to a text's meaning by linking their background knowledge to information in the text. In addition to acknowledging explicitly stated messages, proficient readers "read between the lines" to discern implicit meanings, make predictions, and read with a critical eye.	• Anticipation Guides • K-W-L Plus • Story Mapping • Role Playing • Text Coding
Determining Importance	Our memories quickly overload unless we can pare down a text to its essential ideas. Texts contain key ideas and concepts amidst much background detail. Proficient readers strive to differentiate key ideas, themes, and information form details so that they are not overwhelmed by facts.	• Anticipation Guides • Inquiry Charts • K-W-L Charts • SQ3R
Synthesizing	Proficient readers glean the essence of a text (determine importance) and organize these ideas into coherent summaries of meaning. Effective comprehension leads to new learning and the development of new schema (background knowledge). Proficient readers make evaluations, construct generalizations, and draw conclusions from a text.	• Concept Mapping & Frames • K-W-L Plus • Summaries • Structured Note Taking • RAFT
Self-Monitoring	Proficient readers "watch" themselves as they read and expect to make adjustments in their strategies to ensure that they are able to achieve a satisfactory understanding of a text.	• Self-correct • Reread • Skim and Scan • Preview

Source: Buehl, D., Classroom Strategies for Interactive Learning, 3rd Edition, International Reading Association, 2007.

Reading and Writing Text Type Studies
Moving Up with Literacy Place
See Program and Planning Guide pp 165-167 for further details

Through reading, students have the opportunity to experience the various text types and learn more about the purpose and characteristics of these specific forms. As students gain more experience reading and writing these types of texts, they will be able to include more and more language and text features in their writing.

Purpose	Text Type	Form
To provide information about a topic; describe the way things are	**Descriptive**	report, comparison, article, poem, letter, speech, poster, multimedia presentation, podcast
To entertain and engage; to explain or provide a message through a story	**Narrative**	story, script, poem, journal, diary, letter, comic strip, speech, jokes, song/lyrics, movie, graphic novel
To make contact with someone and share ideas and information	**Personal Communication**	letter, email, poem, note, greeting card, postcard, invitation, song/lyrics, blog, website, travelogue
To persuade, or convince someone to do or think something	**Persuasive**	letter, essay, poem, review, print ad, poster, speech, brochure, advertisement, billboard, radio ad
To tell the reader how to do something	**Procedural**	recipe, instructions, rules, game, experiment, how-to manual, poster, storyboard, report, announcement
To share past experiences, events, or information about the lives of people	**Retell**	personal account, biography, true story, article, poem, journal, newspaper article, documentary
To explain how something came to be	**Explanation**	article, poem, journal, myth, speech, definition, report, blog, radio report, encyclopedia entry

Source: Moving Up with Literacy Place, Program and Planning Guide pp 165-167, Scholastic Canada Ltd. 2008
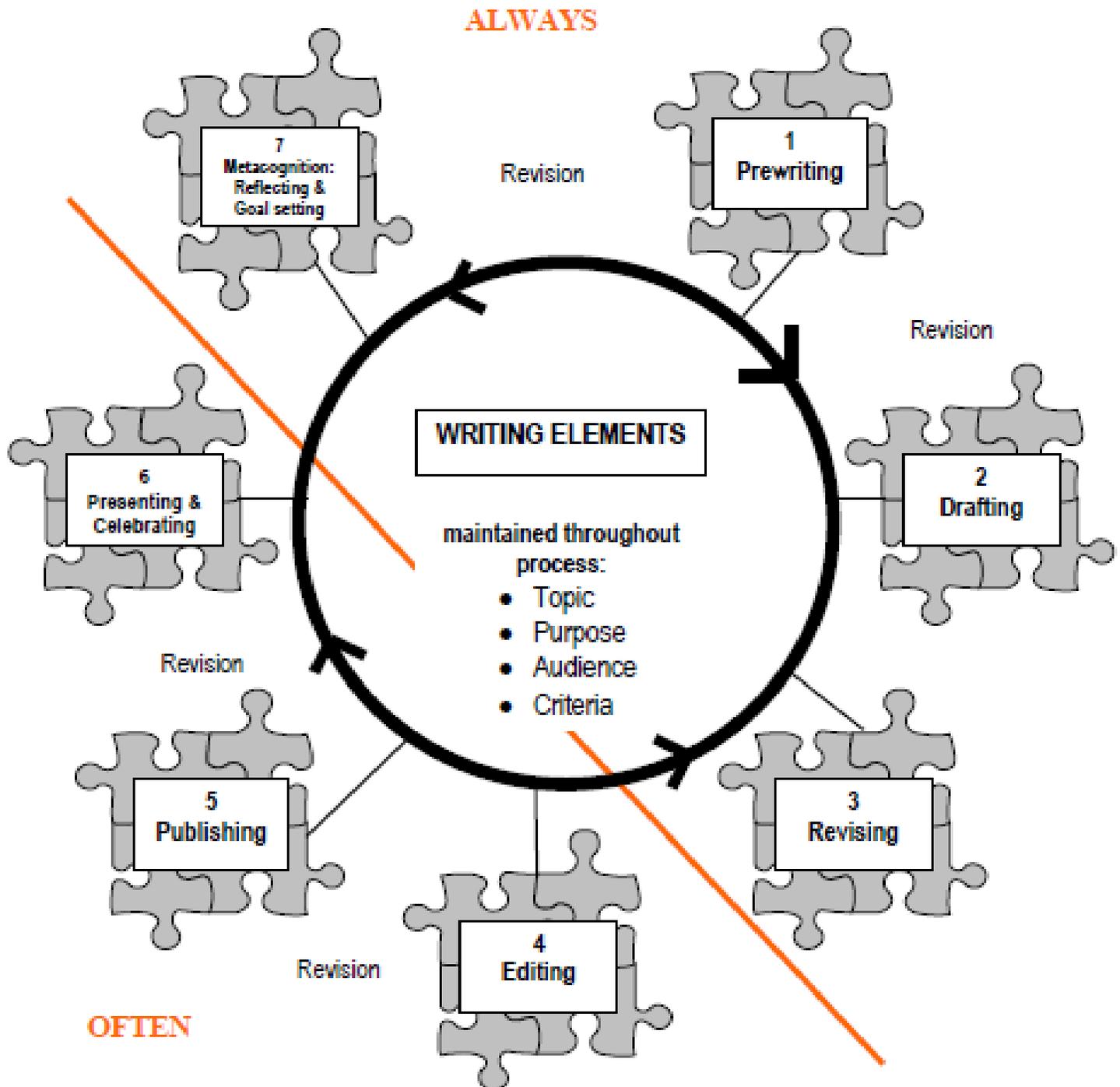
The Writing Traits

The writing traits provide the vocabulary to celebrate what works in a given piece of writing, to explain what still needs work, and to offer advice on how to improve. When assessing a student's piece of writing and find it lacking in some aspect of a trait, focus on that specific trait and break it down to its various components so the student can learn what to do to improve in this area.

Writing Trait	Key Behaviours	Key Strategies
Ideas are the content of the message – what the writing is saying	• State and clarify the main points • Provide specific details to elaborate and support	• Focus on topic and make a list of ideas that connect • Show don't tell • Group and grow ideas
Organization is the internal structure of the writing – how the whole piece is shaped	• Structure the whole piece with a beginning, middle, and end • Connect ideas logically or chronologically	• Group ideas into logical categories • Write an interesting lead and a satisfying conclusion • Use effective transitions
Voice is the personal tone and flavour of the message– what makes a reader feel, respond to, and want more	• Write with interest and enthusiasm • Match formality with purpose and audience • Hold the reader's interest	• Visualize your audience • Feeling Factor – match your voice to your purpose and audience • Express your interests, feeling and insights
Word Choice is the skillful use of vocabulary to convey meaning	• Identify weak words and use stronger ones • Use specific words in appropriate contexts	• Select specific and precise words • Use powerful words so that readers can visualize your ideas
Sentence Fluency is the way words are connected within and between sentences – the rhythm and flow of the language	• Combine sentences • Connect sentences • Vary sentence beginnings • Vary sentence lengths	• Make sentences grow by adding to them to clarify meaning • Vary sentence structure and length • Read out loud to check for flow – fix sentences that are choppy or rambling
Conventions is the mechanical correctness of the writing including punctuation, capitalization, grammar usage and spelling	• Identify and fix problems with conventions – see MB Education ELA Outcomes 4.3.1, 4.3.2, and 4.3.3.	• Focus on one aspect at a time when editing and use a strategy such as COPS or Triple Take • Edit work with a peer

Source: Cullam, Ruth, *6+1 Traits of Writing: The Complete Guide,* Scholastic Inc., 2003.

SUNRISE WRITING PROCESS MODEL

October 2007

ALWAYS

7
Metacognition:
Reflecting &
Goal setting

Revision

1
Prewriting

Revision

6
Presenting &
Celebrating

WRITING ELEMENTS

maintained throughout
process:
- Topic
- Purpose
- Audience
- Criteria

2
Drafting

Revision

5
Publishing

4
Editing

3
Revising

Revision

OFFEN

OFTEN

ALWAYS - These steps always occur in the writing process.
OFTEN – These steps often occur in the writing process.

Performance Standards for Writing

Writing is central to success in school and in life. People write to record and explore their thoughts, feelings, and opinions; to communicate with others; and to express their ideas through the power and beauty of language.

The BC performance standards for writing describe student achievement in three types of writing: personal writing, writing to communicate ideas and information, and literary writing.

PERSONAL WRITING

Students often write to explore and extend their thoughts, feelings, and experiences. They react and reflect on current issues, on materials they have read, viewed or listened to, and on their own learning. Some personal writing is intended for an audience; however, often the writing is primarily intended to explore ideas.

WRITING TO COMMUNICATE IDEAS AND INFORMATION

Student success in and out of school is strongly related to their ability to communicate ideas. Writing to communicate ideas and information includes work that is intended to present information (e.g., articles or reports), outline procedures (e.g., instructions), and persuade others (e.g., editorials).

LITERARY WRITING

Students learn to appreciate the power and beauty of language as they explore a variety of literary forms, including stories and poems. Expressing ideas and imagination in literary forms can be a lifelong source of satisfaction and enjoyment and helps to connect students to the social and cultural life of their communities. In the *English Language Arts Integrated Resource Package*, literary writing is referred to as imaginative writing.

GRADE 5 READING RECOMMENDATIONS

The following suggestions indicate the range of literature and informational texts (oral, literary and media) that Grade 5 students read and understand.

Note: The use of oral, literary and media text written about Canada or by Canadian writers is an expectation of the Manitoba Curriculum (SO 2.2.2).

LITERARY TEXTS

- Traditional stories such as folk tales and myths (*Beneath Raven Moon* and other stories by David Bouchard, *The Young Heroes Series* by Jane Yolen)
- Intermediate novels (e.g. *Bridge to Terabithia* by Katherine Paterson, Eric Wilson's Mysteries)
- Realistic stories about friends, families or animals (e.g. *Pax* by Sara Pennypacker, stories by Jean Little, Cynthia Rylant)
- Adventure stories and novels (e.g. *The Tale of Despereaux* by Kate DiCamillo *The Narnia Chronicles* by C. S. Lewis, *Hatchet* by Gary Paulsen)
- Sports stories (e.g. *The Hockey Sweater* by Roch Carrier, Matt Christopher Sport Books)
- Historical fiction (e.g. *Dear Canada* series by Scholastic)
- Short narratives and descriptive poems both rhyming and free verse (e.g. *Voices from the Wild* by David Bouchard, *Love That Dog* by Sharon Creech))
- Humour in a variety of forms including novels, stories, and cartoons (e.g. *The BFG* by Roald Dahl, *Calvin and Hobbes* by Bill Watterson)

INFORMATIONAL TEXTS

- Grade 5 textbooks (e.g. *People and Stories of Canada to 1867* with teacher instruction, other suggested resources for science and social studies – see Manitoba Education)
- Non-fiction (e.g. biographies, historical accounts, diaries, first person accounts)
- Children's magazines (e.g*., Kayak, The Canadian Reader, Ranger Rick*)
- Simple newspaper articles
- Reference materials such as intermediate dictionaries and thesauri
- Digital information from various sources including websites and video documentaries designed for children including:
  > http://www.native-art-in-canada.com/nativelegends.html http://www.timeforkids.com/ destination/canada/history-timeline http://www.weatherwizkids.com http://www.kidsbiology.com/human_biology/
- Written instructions for simple procedures
- Advertising and promotional materials targeted at children their age