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 every-day opportunities to read and write at home.

Helping your child to be successful

Understanding Provincial Achievement Standards in Reading and Writing

Helping your child to be successful

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, question 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.

- 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.
- 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.

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

- 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.

End of Grade 5

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

- Help your child to think like a writer by noticing details about everyday experiences.
- Encourage your child to describe what he or she 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.

Help your child be a successful writer.

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 details?
- Did I organize my writing into paragraphs that make sense?
- Do I use a variety of sentences and start them in different ways?
- Do I choose some exciting words and phrases that stand out?
- Do I write about something I care about and share my thoughts and feelings?
- Do I remember to use capital letters, periods, commas and apostrophes?

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

- Find everyday chances to encourage your child to write.
- Find everyday chances to encourage your child to write.
- Organize your writing into paragraphs that make sense.
- Include a title, introduction and proper ending.
- Write about something I care about and share my thoughts and feelings?
- Remember to use capital letters, periods, commas and apostrophes?

Help your child be a successful writer.

Help your child be a successful writer.

Help your child be a successful writer.

Help your child be a successful writer.
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 answers?

Classify 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 you may help you to discover the answer?

Visualize
Ask
Can you use 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 behaviors, 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 read texts until reading sounds like talking, with correct pacing, 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.

Before reading, ask:
• What do you notice about how this report is organized? How well did 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?

Books to build reading skills

Early Grade 5

• Fantastic Mr. Fox by Roald Dahl
• The True Story of the 3 Little Pigs by Jan Skizelska
• Adventures of the Shark Lady by Ann McGovern
• A Book About Plants and Stars by Betty Ringat
• Outside and Inside Snakes by Sandra Markle
• Harry Houdini: Master of Magic by Robert Krause

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 B. Martin and D. Shannon
• Galaxies by Seymour Simon
• Anne Frank by Rachel Epstein
• One Giant Leap by Mary Ann Fraser

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

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 more or fewer 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 (compounded) sentences as well as longer sentence structures.

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

You and your child’s teacher can tell whether your child is reading successfully by watching for growth in the following reading behaviors, 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 read texts until reading sounds like talking, with correct pacing, 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.

Before reading, ask:
• What do you notice about how this report is organized? How well did 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?

Books to build reading skills

Early Grade 5

• Fantastic Mr. Fox by Roald Dahl
• The True Story of the 3 Little Pigs by Jan Skizelska
• Adventures of the Shark Lady by Ann McGovern
• A Book About Plants and Stars by Betty Ringat
• Outside and Inside Snakes by Sandra Markle
• Harry Houdini: Master of Magic by Robert Krause

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 B. Martin and D. Shannon
• Galaxies by Seymour Simon
• Anne Frank by Rachel Epstein
• One Giant Leap by Mary Ann Fraser

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

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 more or fewer 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 (compounded) sentences as well as longer sentence structures.

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