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A Parent's Guide to ENGLISH LANGUAGE ARTS GRADE LEVEL CONTENT EXPECTATIONS

WHAT YOUR CHILD NEEDS
TO KNOW BY THE END OF

FIFTH GRADE



Welcome to Our School!

This school year promises to be an exciting time for your child, filled with learning, discovery, and growth. It is also a time to share a new guide the Michigan Department of Education has developed for you. *A Parent's Guide to Grade Level Content Expectations* outlines the types of literacy and mathematics skills students should know and be able to do at the end of each grade.

Please feel free to share this guide with your family and friends. Use it when you talk with your child's teacher. Ask what *you* can do to support learning in the classroom and reinforce learning at home. You can find more ideas and tools to help you stay involved in your child's education at www.michigan.gov/mde.

We value and share your commitment to your child's education. We look forward to working together to help your child achieve and succeed.

Your School Principal (customize)

Additional Questions...

(Insert school contact information here or delete.)

A Parent’s Guide to Grade Level Content Expectations

Michigan Sets High Academic Standards—for ALL

This booklet is a part of Michigan’s Mathematics and English Language Arts Grade Level Content Expectations (GLCE). It is just one in a series of tools available for schools and families. The Michigan Department of Education (MDE) will provide similar booklets for families of children in kindergarten through eighth grade by June, 2005.

Teacher versions of the Grade Level Content Expectations are finished for grades Kindergarten through eight. They state in clear and measurable terms what students in each grade are expected to know and be able to do. They also guide the design of the state’s grade level MEAP tests required in the No Child Left Behind Act (NCLB) legislation.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan’s GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child’s education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

To learn more about the Michigan Curriculum Framework, visit www.michigan.gov/mde and click on “**K-12 Curriculum.**”

Fifth Grade English Language Arts (ELA) is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. Through ELA, your child can apply what s/he learns to solve real problems at home, at school and in the community.

Glossary Terms

Words that have asterisks (*) are defined in the Glossary located in the back of this booklet.

By the end of Fifth Grade, your child should know and be able to do the following:



READING

Word Study

- Easily recognize and know the meanings of fifth grade level words.
- Identify and understand unknown words by using reading strategies such as:
 - analyzing words and their parts; using base words, prefixes and suffixes, syllables.
 - re-reading entire phrases or sentences for clues.
- Fluently* read beginning grade level text and more difficult texts as the year progresses.
- Be able to use glossaries and other resources to figure out the meaning of unknown words and symbols.

Questions to ask your child's teacher...





Glossary Terms



conventions - the rules about how words and language work when speaking or writing.

critical standards - the high level of quality students must be able to recognize, to determine if their work will meet expectations

fantasy - a type of story that uses imagination to do impossible things, like talking animals

fluently - being able to read or write accurately and quickly

genre - a category used to describe different kinds of texts, such as poetry, fantasy, and mystery.

historical fiction - created stories that are based on an historical event, person or time period

metacognition - the process of thinking about one's own thinking. Example: Being able to monitor when they do or do not understand what is being read.

spoken discourse - to participate in conversation or discussion

Standard English - the form of English widely accepted as being clear and understood

tall tales - a type of story filled with exaggeration and humor, like Paul Bunyan

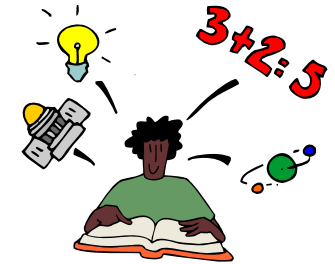
Narrative Text (Fiction)



- ❑ Analyze the kinds of narrative genre, such as tall tales*, historical fiction*, and fantasy*.
- ❑ Analyze a character's personality and the reason for their actions. Is the character the hero, villain, or narrator?
- ❑ Analyze how characters and communities represent life in good literature.

Informational Text (Non-Fiction)

- ❑ Analyze non-fiction texts, such as advertisements, editorials, and atlases.
- ❑ Explain how authors help readers understand by using pictures, charts, graphs, tables of contents, summaries, and conclusions.
- ❑ Recognize informational text patterns such as compare/contrast and problem/solution.



Comprehension

- Use their own experiences to help understand new ideas and connect to ideas in texts.
- Retell and summarize the main idea(s) and details for fiction and non-fiction texts at a fifth grade level.
- Remember and use what has been read from other subject areas, such as science and social studies.



Metacognition*

- Know when they do or do not understand while reading, writing and listening.
- Use strategies to improve comprehension, such as:
 - predicting what will happen next.
 - asking questions before, during, and after reading.
 - summarizing the text.
 - rereading the text.
 - making a mental picture of what the text is about.

Spoken Discourse*

Speaking loudly and clearly in complete sentences, your child will...



- Plan and deliver persuasive presentations or reports that express the point they want to make and support the point with evidence or examples.
- Participate in small group conversations about books or schoolwork.
- Discuss literature with classmates, studying the characters, setting and plot.

LISTENING AND VIEWING

Response

- Listen to or view and discuss a variety of genre*; fairy tales, poetry, persuasive talks, and mysteries.
- Use speaking, illustrating, and/or writing to understand texts better.
- Go beyond the information given by a speaker to draw conclusions.



SPEAKING

Conventions*

- Use difficult verbs correctly, such as sit/sat, lie/lay, rise/raise.
- Use language to communicate with all kinds of people for all kinds of reasons (research, explanation, persuasion).
- Use more than one volume and pace of talking to make speech more interesting.
- Make presentations using Standard English*, or their version of Standard English if they are in the process of learning English.



Critical Standards*

- Discuss and use standards to measure the quality of their own work and the work of others.

Reading Attitude

- Be excited about reading and learning how to read.
- Choose to read and write on his/her own during free time in school and at home.



Ways to praise your child...

Spectacular job!

You sound and appear so confident!

Now you've got it!

I'm proud of you!

Study Tip

Your child should plan a regular review of notes as part of a homework plan.

Your child will be better prepared for the test.

WRITING



Writing Genre*

- ❑ Write narratives such as mysteries, tall tales or historical fiction that includes characters, setting, problems/solution, and a sequence of events.
- ❑ Write poetry based on reading a variety of grade level poetry.
- ❑ Write a position paper where the opinion is stated and supported with evidence.
- ❑ Produce and present a research project with help from the teacher. The steps should include using the writing process.

Writing Process

- ❑ Think about the audience and purpose for writing.
- ❑ Think of ideas for writing; include characters, setting and sequence. Develop relationships, comparing and contrasting elements.
- ❑ Read a partner's writing and give advice for helping them create a better piece of writing.
- ❑ Proofread their own writing using grade level checklists.



Personal Style

- ❑ Develop individual style to add to written messages.
Example: Use humor, express feelings, use details and show examples.

Grammar and Usage

- ❑ Write with complete sentences using nouns, pronouns, articles, conjunctions, hyphens, commas and colons.

Spelling

- ❑ Correctly spell grade level words they see often.
- ❑ Sound out words, use word lists given by the teacher, use dictionaries or spell checkers to figure out how to spell more words.

Handwriting

- ❑ Write neatly in his/her compositions.



Writing Attitude

- ❑ Be excited about writing and learning how to become better writers.