

5<sup>th</sup> Grade Parent Guide First Nine Weeks

<p><b>The overall focus of this 9 week period is the interaction of narrative elements. During this 9 week time frame, students will read and comprehend several short stories, poems, and/or novels at the high end of the grades 4-5 complexity band. The stories should have strong story elements and some examples of figurative language. Students will learn to compare and contrast two or more characters, character interactions, settings, or events in literature by drawing on specific details. Students will also learn to identify the theme of narratives, distinguishing plot from theme. By determining the meaning of words and phrases, including figurative language (metaphors and similes), students will attain a better understanding of specific details in literature. While examining short stories and/or novels, students will create several narratives, including figurative language. For a minimum of one narrative, students will follow the writing process: planning, editing, revising, and publishing. In their narratives, students will demonstrate understanding of word meanings by using context clues.</b></p>	
CCRS Standard	Skills
<p><b>Report Card</b> Quotes accurately when drawing inferences</p> <p><b>CCSR Standard</b> [RL.5.1] Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>comprehend a text explicitly and implicitly</li> <li>use original language to explain explicit ideas from a text</li> <li>draw inferences about a text</li> <li>provide details and examples from text to support inferences</li> <li>select accurate quotes from the text to support explicit ideas and inferences</li> </ul>
<p><b>Report Card</b> Determines main idea/theme  Summarizes a text</p> <p><b>CCSR Standard</b> [RL.5.2] Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>summarize a text</li> <li>determine a theme</li> <li>explain relationship between theme and details in a text, actions of characters, or reflections of speakers</li> <li>apply these concepts to stories, dramas, and poems</li> </ul>
<p><b>Report Card</b> Compares/contrasts characters, settings and events and/or explains relationships between individuals, events or ideas</p> <p><b>CCSR Standard</b> [RL.5.3] Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Students are able to use specific details from the text to compare and contrast two or more:</p> <ul style="list-style-type: none"> <li>characters</li> <li>settings</li> <li>events</li> </ul>
<p><b>Report Card</b> Determines the meanings of words in text</p> <p><b>CCSR Standard</b> [RL.5.4] Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>determine meaning of unfamiliar words and phrases based on how they are used in a text</li> <li>identify and explain how an author uses metaphor</li> <li>identify and explain how an author uses simile</li> </ul>
<p><b>Report Card</b> Compares and contrasts similar themes or topics  Integrates information from two texts</p> <p><b>CCSR Standard</b> [RL.5.9] Compare and contrast stories in the same genre (e.g., mysteries and adventure</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>read two or more texts from the same genre to compare and contrast their approaches to similar themes and topics</li> </ul>

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<p>stories) on their approaches to similar themes and topics.</p>	
<p style="text-align: center;"><b>Report Card</b></p> <p>Knows and applies grade-level phonics and word analysis skills in decoding</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RF.5.3] Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• apply letter sound correspondences</li> <li>• apply syllabication patterns</li> <li>• use knowledge of morphology (e.g. roots and affixes)</li> <li>• accurately read unfamiliar multisyllabic words in and out of context</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Reads text with purpose and understanding at expected grade level</p> <p>Reads text fluently at expected grade level</p> <p>Reads with accuracy at expected grade level</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RF.5.4] Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• read with purpose and understanding</li> <li>• read orally with accuracy</li> <li>• read orally at an appropriate rate</li> <li>• read orally with expression</li> <li>• use context to aid in word recognition</li> <li>• break text up into meaningful groups of words (phrases)</li> <li>• recover if they make a mistake (self-correct)</li> <li>• make appropriate changes in voice, pitch, and expression while reading orally</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Uses the writing process to communicate ideas and information effectively</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[W.5.3] Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Students are able to write a narrative which includes:</p> <ul style="list-style-type: none"> <li>• real or imagined experiences or events</li> <li>• an established situation</li> <li>• narrators and/or characters</li> <li>• narrative techniques such as dialogue, descriptions and pacing to develop experiences and events or show the responses of characters to situations</li> <li>• varied transitional words, phrases and clauses to manage the sequence of events</li> <li>• concrete words and phrases and sensory details to convey experiences and events precisely</li> <li>• a conclusion that follows from the narrated experience or event</li> </ul>

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<p style="text-align: center;"><b>Report Card</b></p> <p>-Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>-Strengthens writing using the writing process</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[W.5.4] Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.)</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● produce clear and coherent writing</li> <li>● analyze a writing task to determine what is required</li> <li>● adapt writing to fulfill a specific purpose</li> <li>● adapt writing to meet the needs of an audience</li> <li>● develop ideas in a way appropriate to task and purpose</li> <li>● organize thoughts in a way appropriate to task and purpose</li> <li>● apply these skills to a variety of types of writing</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Demonstrates a command of the grade-level conventions of standard English grammar and usage</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[L.5.1] Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. <b>Explain the function of conjunctions, prepositions, and interjections in general and their function</b> in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.*</li> <li>e. <b>Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</b></li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● explain the function of conjunctions, prepositions, and interjections in particular sentences</li> <li>● vary verb tenses (including perfect verb tenses)</li> <li>● use verb tense to convey time, sequence, state, and condition</li> <li>● recognize and correct shifts in verb tense</li> <li>● use conjunctions</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>-Produces writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>-Strengthens writing using the writing process</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[L.5.3] Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● expand, combine and reduce sentences for meaning, reader/listener interest, and style</li> <li>● compare and contrast varieties of English (e.g. dialects, registers) used in stories, dramas, or poems</li> </ul>