

5th Grade Parent Guide Second Nine Weeks

The overall focus of this 9 week period is exploring informational texts. Students will be reading, writing, and speaking about a wide array of informational texts at the high end of the grades 4-5 text complexity band. Students will learn to determine multiple main ideas within informative texts by identifying supporting details and creating summaries. Students will explain the relationships or interactions between different individuals, events, or ideas in informative/explanatory texts. Students will also compare and contrast the overall structure of events, ideas, concepts, or information in two or more informative/explanatory texts. While examining multiple informative texts, students will create informative/explanatory writing pieces, including summaries, with clear introductions, organized facts and details, and concluding statements. Students will be expected to present these informative pieces in a variety of formats. Writing pieces will include a focus on the proper use of punctuation, particularly punctuation to separate items in a series. Student writing will include citations of references using quotation marks, italics, and underlining to indicate titles of works.

CCRS Standard	Skills
<p align="center">Report Card</p> <p>Compares and contrasts similar themes or topics</p> <p>Integrates information from two texts</p> <p align="center">CCSR Standard</p> <p>[RL.5.9] Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • read two or more texts from the same genre to compare and contrast their approaches to similar themes and topics
<p align="center">Report Card</p> <p>Quotes accurately when drawing inferences</p> <p align="center">CCSR Standard</p> <p>[RI.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"> • comprehend a text explicitly and implicitly • use original language to explain explicit ideas from a text • draw inferences about a text • provide details and examples from text to support inferences • select accurate quotes from the text to support explicit ideas and inferences
<p align="center">Report Card</p> <p>Determines main idea/theme</p> <p>Summarizes a text</p> <p align="center">CCSR Standard</p> <p>[RI.5.2] Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • summarize a text • identify two more main ideas from a text • explain relationship between main ideas and supporting details
<p align="center">Report Card</p> <p>Compares/contrasts characters, settings and events and/or explains relationships between individuals, events or ideas</p> <p align="center">CCSR Standard</p> <p>[RI.5.3] Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • explain relationships or interactions between individuals, events, ideas, or concepts • support thinking with specific information from the text • apply this skill to historical, scientific, and technical texts
<p align="center">Report Card</p>	<p>Students are able to:</p>

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<p>Determines the meanings of words in context</p> <p style="text-align: center;">CCSR Standard</p> <p>[RI.5.4] Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 5 topic or subject area</i>.</p>	<ul style="list-style-type: none"> ● distinguish between domain-specific and academic words ● identify unfamiliar words and phrases ● use features of a text to determine the meaning of unfamiliar words and phrases ● use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases
<p style="text-align: center;">Report Card</p> <p>Analyzes multiple accounts of the same topic or event</p> <p>Describes how point of view influences description</p> <p style="text-align: center;">CCSR Standard</p> <p>[RI.5.6] Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● analyze the point of view represented in varying accounts of the same event or topic
<p style="text-align: center;">Report Card</p> <p>Knows and applies grade-level phonics and word analysis skills in decoding</p> <p style="text-align: center;">CCSR Standard</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"> ● apply letter sound correspondences ● apply syllabication patterns ● use knowledge of morphology (e.g. roots and affixes) ● accurately read unfamiliar multisyllabic words in and out of context
<p style="text-align: center;">Report Card</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>[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"> ● read with purpose and understanding ● read orally with accuracy ● read orally at an appropriate rate ● read orally with expression ● use context to aid in word recognition ● break text up into meaningful groups of words (phrases) ● recover if they make a mistake (self-correct) ● make appropriate changes in voice, pitch, and expression while reading orally
<p style="text-align: center;">Report Card</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● identify qualities of informative/explanatory pieces

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<p style="text-align: center;">CCSR Standard</p> <p>[W.5.2] Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<ul style="list-style-type: none"> ● write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, develop topic, and conclusion) ● incorporate useful formatting, illustrations, and multimedia ● employ facts, definitions, details, quotations, examples, and other information to develop topics ● arrange related information together ● employ linking words and phrases to connect ideas ● include precise language and domain-specific vocabulary
<p style="text-align: center;">Report Card</p> <p>Demonstrates a command of the grade-level conventions of standard English grammar and usage</p> <p style="text-align: center;">CCSR Standard</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"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	<p>Students are able to:</p> <ul style="list-style-type: none"> ● explain the function of conjunctions, prepositions, and interjections in particular sentences ● vary verb tenses (including perfect verb tenses) ● use verb tense to convey time, sequence, state, and condition ● recognize and correct shifts in verb tense ● use conjunctions
<p style="text-align: center;">Report Card</p> <p>Demonstrates a command of the grade-level conventions of standard English grammar and usage</p> <p style="text-align: center;">CCSR Standard</p> <p>[L.5.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a 	<p>Students are able to:</p> <ul style="list-style-type: none"> ● use punctuation to separate items in a series ● use a comma to separate an introductory element ● use a comma to set off the words <i>yes</i> or <i>no</i> ● use a comma to set off a tag question ● use a comma to indicate direct address ● use underlining to indicate titles of works ● use quotation marks to indicate titles of works ● use italics to indicate titles of works ● spell grade-appropriate words

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tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

- consult word reference materials to check and correct spellings