

<p><b>During this 9 week period, students will read literature (specifically folktales, myths, poetry, and dramas) and multiple, grade-appropriate informative texts on the same topic. Students will analyze the visual and multimedia elements that contribute to texts. Students will also pay special attention to the meaning of common idioms, adages, and proverbs. Students will notice the varieties of dialects and registers of English in stories and poems. As they review different text structures and features, students will conduct research projects using several resources. In their writing, students will quote accurately and use grade-appropriate vocabulary and spelling. Students will present their projects using a variety of multimedia resources and visuals. Students will also revisit narrative writing.</b></p>	
CCRS Standards	Skills
<p style="text-align: center;"><b>Report Card</b></p> <p>Determines main idea/theme</p> <p>Summarizes a text</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[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 style="text-align: center;"><b>Report Card</b></p> <p>Analyzes the structure of text</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RL.5.5] Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• describe how parts of a story, drama, or poem fit together to create a cohesive whole</li> <li>• use appropriate vocabulary to refer to parts of a text (such as chapter, scene, stanza)</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Uses text and visual features</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[RL.5.7] Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• read a variety of texts including graphic novels, multimedia presentations of fiction, folktale, myth, or poem</li> <li>• analyze how visual elements of a text impact meaning, tone, or beauty of a text</li> <li>• analyze multimedia elements of a text impact meaning, tone, or beauty of a text</li> <li>• support thinking with examples from the text</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Compares and contrasts similar themes or topics</p> <p>Integrates information from two texts</p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <li>• read two or more texts from the same genre to compare and contrast their approaches to similar themes and topics</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p>	<p>Students are able to:</p>

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<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>	<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>● ready 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.5.2] Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>● identify qualities of informative/explanatory pieces</li> <li>● write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, develop topic, and conclusion)</li> <li>● incorporate useful formatting, illustrations, and multimedia</li> <li>● employ facts, definitions, details, quotations, examples, and other information to develop topics</li> <li>● arrange related information together</li> <li>● employ linking words and phrases to connect ideas</li> <li>● include precise language and domain-specific vocabulary</li> </ul>

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<p>explanation presented.</p>	
<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.5.7] Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• select a topic for short research</li> <li>• consider different aspects of the topic</li> <li>• locate multiple sources to learn about the topic</li> <li>• use a graphic organizer to record thoughts</li> <li>• build knowledge about a topic through research</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>[W.5.8] Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• recall relevant information from experience</li> <li>• locate relevant information from print and digital sources</li> <li>• take notes</li> <li>• summarize or paraphrase in notes and finished work</li> <li>• provide list of sources</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. Explain the function of conjunctions, prepositions, and interjections in general and their function 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. Use <b>correlative conjunctions</b> (e.g., <i>either/or</i>, <i>neither/nor</i>).</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>Demonstrates a command of the grade-level conventions of standard English grammar</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• use punctuation to separate items in a series</li> </ul>

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<p>and usage</p> <p style="text-align: center;"><b>CCSR Standard</b></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"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>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 tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li><b>d. Use underlining, quotation marks, or italics to indicate titles of works.</b></li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<ul style="list-style-type: none"> <li>• use a comma to separate an introductory element</li> <li>• use a comma to set off the words yes or no</li> <li>• use a comma to set off a tag question</li> <li>• use a comma to indicate direct address</li> <li>• use underlining to indicate titles of works</li> <li>• use quotation marks to indicate titles of works</li> <li>• use italics to indicate titles of works</li> <li>• spell grade-appropriate words</li> <li>• consult word reference materials to check and correct spellings</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.5.3] Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li><b>a. Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.</b></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>
<p style="text-align: center;"><b>Report Card</b></p> <p>Determines the meaning of words in a text</p> <p style="text-align: center;"><b>CCSR Standard</b></p> <p>[L.5.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li> <li><b>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</b></li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• determine the meaning of unknown words or phrases by drawing upon context clues (e.g. cause/effect relationships, comparisons in text)</li> <li>• identify and use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>• use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain the pronunciation and establish the precise meaning of a word or phrase</li> </ul>