

5th Grade

English Language Arts

Key Instructional Activities

- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Determining the theme of a story, play, or poem, including how characters respond to challenges
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Comparing and contrasting stories that deal with similar themes or topics
- Explaining how authors use reasons and evidence to support their points or ideas
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing and action.
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore
- Writing brief informational reports that examine a topic, have a clear focus, and include relevant facts, details, and quotations
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)



HOUSTON COUNTY
BOARD OF EDUCATION
HIGH-ACHIEVING STUDENTS

By the end of 5th grade, all students are expected to:

- *Know and apply grade-level phonics and word analysis skills in decoding words;*
- *Apply grade-appropriate language skills in writing;*
- *Self-select books, self-monitor to correct errors when reading and writing, and talk with and listen to peers about one's reading and writing to become lifelong readers and writers; and*
- *Use reading and writing to communicate through listening, speaking, and viewing.*

In 5th grade, your student will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literary and informational sources will be key to your student's success. He or she will also gain control over many conventions of grammar, usage, and punctuation.

Helping Your Student in 5th Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school.
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Make time for conversation at home. Discuss your family stories and history. Encourage your student to ask relatives questions about their lives. Put the information together in an album or brainstorm different ways to tell family tales, such as poems or short stories.
- Invite your student to read his or her writing out loud to other family members. Ask questions about your student's word choices and ideas.
- Practice determining meanings of unknown words when you encounter them in written texts, television shows, radio, etc.
- Provide time and space for your student to read independently. This time should be free from distractions such as television.
- Ask your student what he or she learned from reading. Have him or her read the most interesting or useful sections aloud, and discuss how that knowledge can be used in real life.
- It is also helpful when your student sees other people reading at home. You could share what you have read.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.



5th Grade ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her 5th Grade English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout elementary school. This guide is based on the state-adopted Georgia Standards of Excellence.

August - September

Reading Focus—Narrative
Interpretation Book Clubs: Analyzing Themes

Writing Focus
Narrative Craft

Performance Goal: Developing a narrative/small moment story

In this unit, students will lift their thinking about texts by remembering all the interpretation work they have done thus far over the years—growing ideas about characters, interpreting story elements (like repeated images, setting, and plot) more closely, and discussing interpretations in the company of clubs. Students will learn what it means to read interpretively and then analytically, noticing the way different authors develop the same theme differently.

In this unit, writers will use a variety of narrative techniques to develop their stories and, more specifically, their characters. Students learn to manage not only the story, but also the pacing of events. They revise to ensure they are highlighting the central ideas that they want readers to draw from their texts. Therefore, they deliberately use their knowledge of narrative craft to make their stories more thematic and their craft decisions with purposes in mind.

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.
- 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).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator’s or speaker’s point of view influences how events are described.
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - ✓ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - ✓ Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - ✓ Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - ✓ Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - ✓ Provide a conclusion that follows from the narrated experiences or events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Draw evidence from literary texts to support analysis, reflection, and research.

September-October

Reading Focus—Nonfiction
Tackling Nonfiction Reading Complexities

Writing Focus
Journalism (Informational)

Performance Goal: Developing a feature article that incorporates complexities

Children investigate the ways nonfiction texts are becoming more complex, and they learn strategies to tackle these new challenges. This unit emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction.

This unit is a common form of information writing, on a self-chosen topic of great personal interest in order to ensure writer engagement in the topic. It is structured as categories and subcategories and includes glossaries, text boxes or side bars and diagrams, charts, graphs, and other visuals. It teaches students to write within one particular template for information writing—which will be like the mentor texts that you highlight! Try to choose ones with clear examples of structure, elaboration, text features, table of contents, embedded domain vocabulary, and other things you plan to teach.

<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • 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. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ✓ 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. ✓ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ✓ Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic. ✓ Provide a concluding statement or section related to the information or explanation presented. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • 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.
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November - December	
<u>Reading Focus—Narrative</u> Reading Like a Fan	<u>Writing Focus</u> Literary Essay: Opinion
Performance Goal: Developing a literary opinion essay	
<p>This unit helps students identify themselves as readers. They will identify one book, one author, who speaks to them—and then become experts and insiders on everything this author has written and everything this author stands for.</p>	<p>In a step-by-step way, with as much clarity as possible, this unit helps kids learn how to proceed when they are asked to write a literary essay about any literary text. More importantly, students will learn to draw upon what they already know about good essay writing, to think analytically about texts, and to craft claims that can be supported with evidence across texts. It adds the additional value of teaching the works of real-world literary scholars because it leads students to read and reread to rethink the text in increasingly sophisticated ways and write about something that leads you to see more in it.</p>
<ul style="list-style-type: none"> • 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. • 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). • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Describe how a narrator’s or speaker’s point of view influences how events are described. • Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> ✓ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. ✓ Provide logically ordered reasons that are supported by facts and details. ✓ Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). ✓ Provide a concluding statement or section related to the opinion presented. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • Draw evidence from literary texts to support analysis, reflection, and research.

January - February	
Reading Focus Argument and Advocacy (Informational)	Writing Focus Research-Based Argument Essay (Opinion)
Performance Goal: Developing a research-based opinion essay	
Students read complex nonfiction texts to conduct research on a debatable topic, consider perspective and craft, evaluate arguments, and formulate their own evidence-based, ethical positions on issues.	As argument writers, students will learn to sort, weigh, and order evidence. They'll learn to suspend judgment, to read critically, to note-take, to build an argument, and to revise and rethink and rebuild. This work focuses on Common Core writing standards 1 and 9. Because students have been working on this goal for YEARS, and because the expectations of middle school students are facing them, this unit goes beyond the fifth-grade standards alone. While those standards ask for students to organize their writing in logical grouping, you'll take the emphasis on logic further: Students learn to argue logically by teaching them to analyze texts, to weigh evidence, and to consider logical reasoning.
<ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 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. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). 	<ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. Draw evidence from informational texts to support analysis, reflection, and research.
April - May	
Reading Focus Fantasy (Narrative)	Writing Focus Fantasy Writing (Narrative) OR Shaping Texts: From Essay and Narrative to Memoir
Students work in clubs to become deeply immersed in the fantasy genre and further develop high-level thinking skills to study how authors develop characters and themes over time. They think metaphorically as well and across their novels, and consider the implications of conflicts, themes, and lessons learned.	This is an engaging, narrative unit that cycles back to the personal narrative work students did at the beginning of the year and lifts the level of it. "Fantasy Writing" builds off the narrative writing skills students developed during the first unit, <i>Narrative Craft</i> , and then stretches students to consider author's craft by making decisions that will bring forward the true meaning of their stories. Students will discover narratives that are richer and more full of meaning than they have ever written before. Students will plan, develop, and draft two fantasy stories across this unit.
Performance Goal: Developing a fantasy story using elements learned in fantasy reading	
<ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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. 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). 	<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

<ul style="list-style-type: none">• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.• Describe how a narrator’s or speaker’s point of view influences how events are described.• Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.• 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).	<ul style="list-style-type: none">✓ Use a variety of transitional words, phrases, and clauses to manage the sequence of events.✓ Use concrete words and phrases and sensory details to convey experiences and events precisely.✓ Provide a conclusion that follows from the narrated experiences or events.• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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