

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 Living a Reading Life

Writing Focus Narrative Craft

Performance Goal: Developing a narrative/small moment story

In these units, students will lift their thinking, talk, and writing about texts. Students will explore books they are interested in reading with book clubs and write about in their reader's notebook.

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.

- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.

- 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 Studying Authors and Their Processes

Writing Focus Journalism (Informational)

Performance Goal: Developing a feature article that incorporates complexities

In these units, students will study author's craft in a variety of genres including poetry. They study why author's use specific language, white space, punctuation, repetition, and figurative language. Students will grow their conversational moves in book clubs by being a strong listener and speaker. This means they will value and encourage diverse perspectives and add to important ideas to extend thinking of others. Students will dig deeper in understanding plot. In most grade-level texts, students have to recognize multiple plots and or subplots. Students are learning to identify more complex writing moves such as; flashbacks, flash-forwards, and a story-within-a-story.

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.

<p>The final stretch of these units study the elements of biographies.</p>	
<ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points. • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Explain how series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poems. • 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. • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • 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 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.

November - December	
<p align="center">Reading Focus Reading Fiction and Nonfiction Text</p>	<p align="center">Writing Focus Literary Essay: Opinion</p>
<p align="center">Performance Goal: Developing a literary opinion essay</p>	
<p>These units begin with thinking about setting in fiction books. Students will notice what characters think, say, and do to understand how they are feeling, their relationships with others, and what characters really want. They will continue to study characters by taking a closer look at a character's traits and development. The units then move to analyzing perspective and point of view, and wrap up with analyzing writer's craft.</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 the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. • Describe how a narrator's or speaker's point of view influences how events are described. • 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 	<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.

<p>in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <ul style="list-style-type: none"> • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 	
January - February	
<u>Reading Focus</u> Argument and Advocacy (Informational and Persuasive)	<u>Writing Focus</u> Research-Based Argument Essay (Opinion)
Performance Goal: Developing a research-based opinion essay	
<p>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. They will notice how authors organize their writing and use graphic organizers to organize their own thinking about texts. Finally, they will examine how and why authors use connectives to help the reader understand.</p>	<p>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.</p>
<ul style="list-style-type: none"> • Describe how a narrator's or speaker's point of view influences how events are described. • 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. • 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. • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently • 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. • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. • 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	
<u>Reading Focus</u> Fiction	<u>Writing Focus</u> Fantasy Writing (Narrative) OR Shaping Texts: From Essay and Narrative to Memoir
<p>Students work in clubs to become deeply immersed in the fiction 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.</p>	<p>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</p>

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).• 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">• 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.✓ 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. |
|---|---|