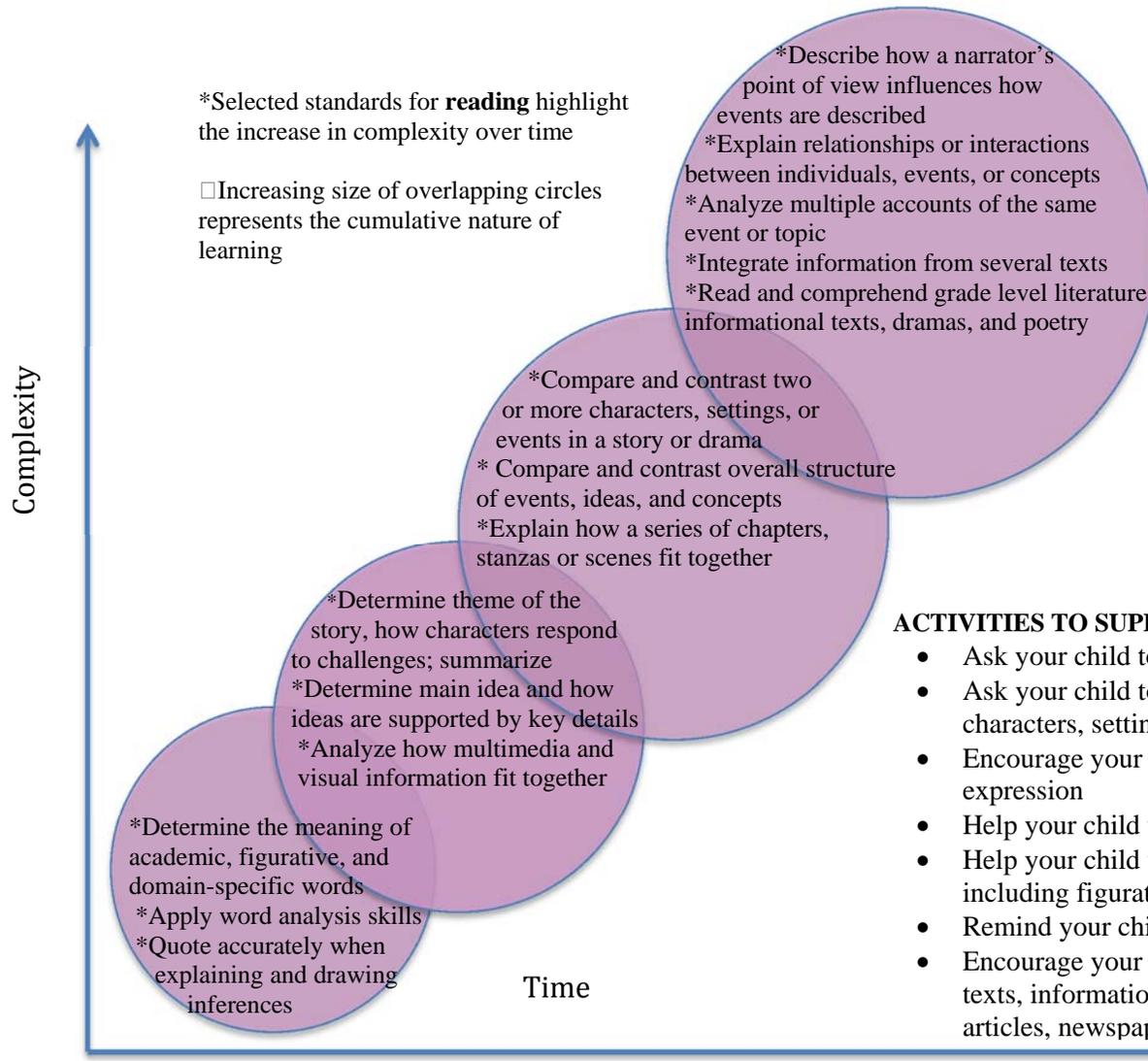


Fifth Grade: Reading (Foundational, Literary, Informational)

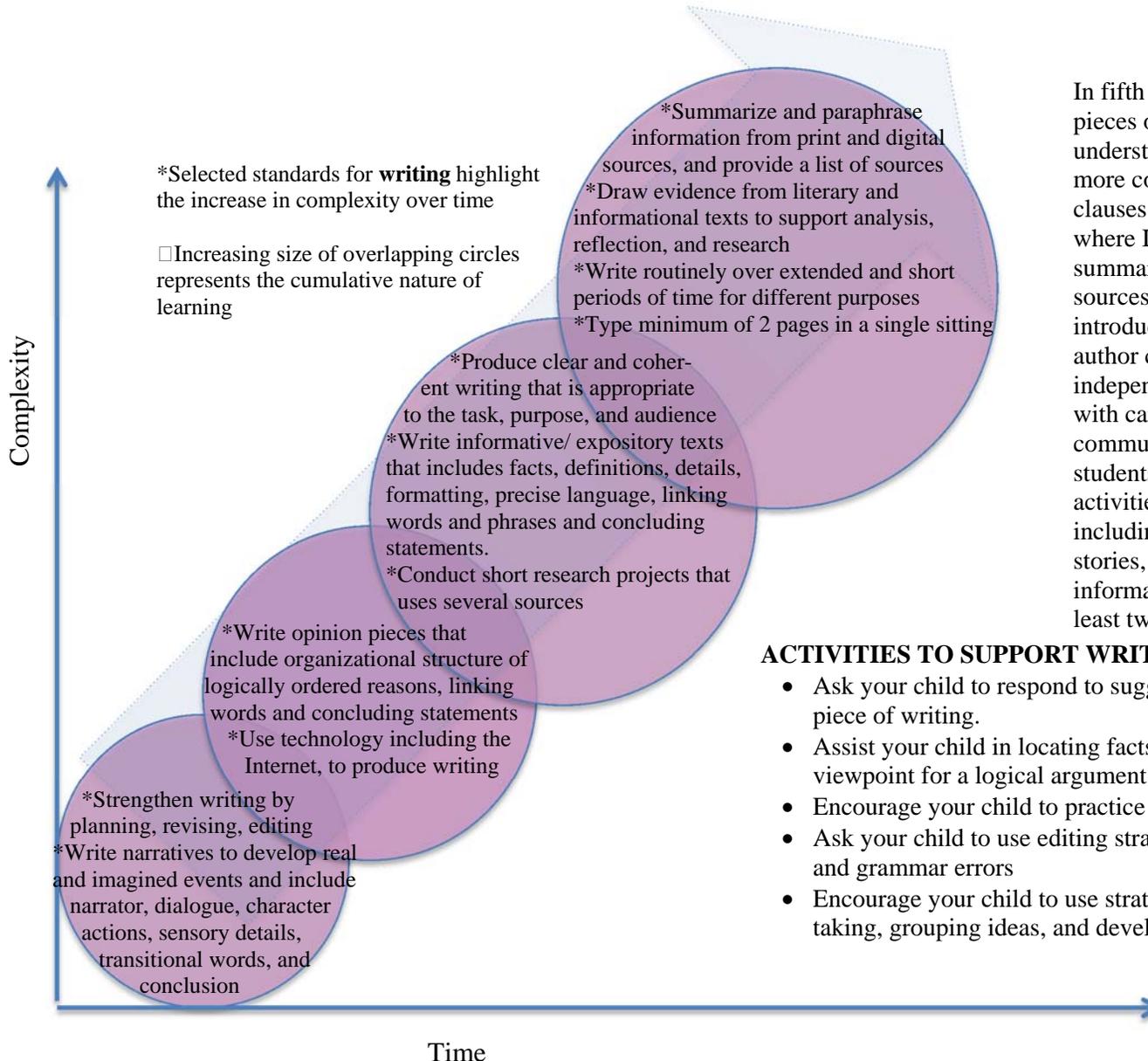


In fifth grade, students will read widely and deeply across a variety of texts: classic and contemporary literature, mysteries, adventure stories, informational texts, technical texts, poetry, and drama. They will understand the influence of point of view and integrate information across texts. Fifth grade **reading** skills are introduced and supported during literature discussions, partner reading, reading conferences, content area reading (e.g., social studies and science) and independent reading time with teachers, caregivers, family members and community members. Within these structures, students participate in a wide variety of activities (e.g., compare/contrast details and structures, quote the text accurately, make inferences, learn new vocabulary words, integrate and analyze information across multiple sources, use reasons to support claims, etc.).

ACTIVITIES TO SUPPORT READING GROWTH AT HOME:

- Ask your child to summarize key details, main ideas, and themes
- Ask your child to compare and contrast important details, including characters, setting, text structures, ideas or concepts in two or more texts
- Encourage your child to orally read prose and poetry with accuracy and expression
- Help your child use evidence from the text to support understandings
- Help your child with word meanings to expand vocabulary development, including figurative language and domain-specific words
- Remind your child to use context and self-correcting strategies
- Encourage your child to read different kinds of materials (e.g., historical texts, informational texts, technical reports, poems, websites, magazines, articles, newspapers, etc.)

Georgia Standards of Excellence / English Language Arts
Fifth Grade: Writing

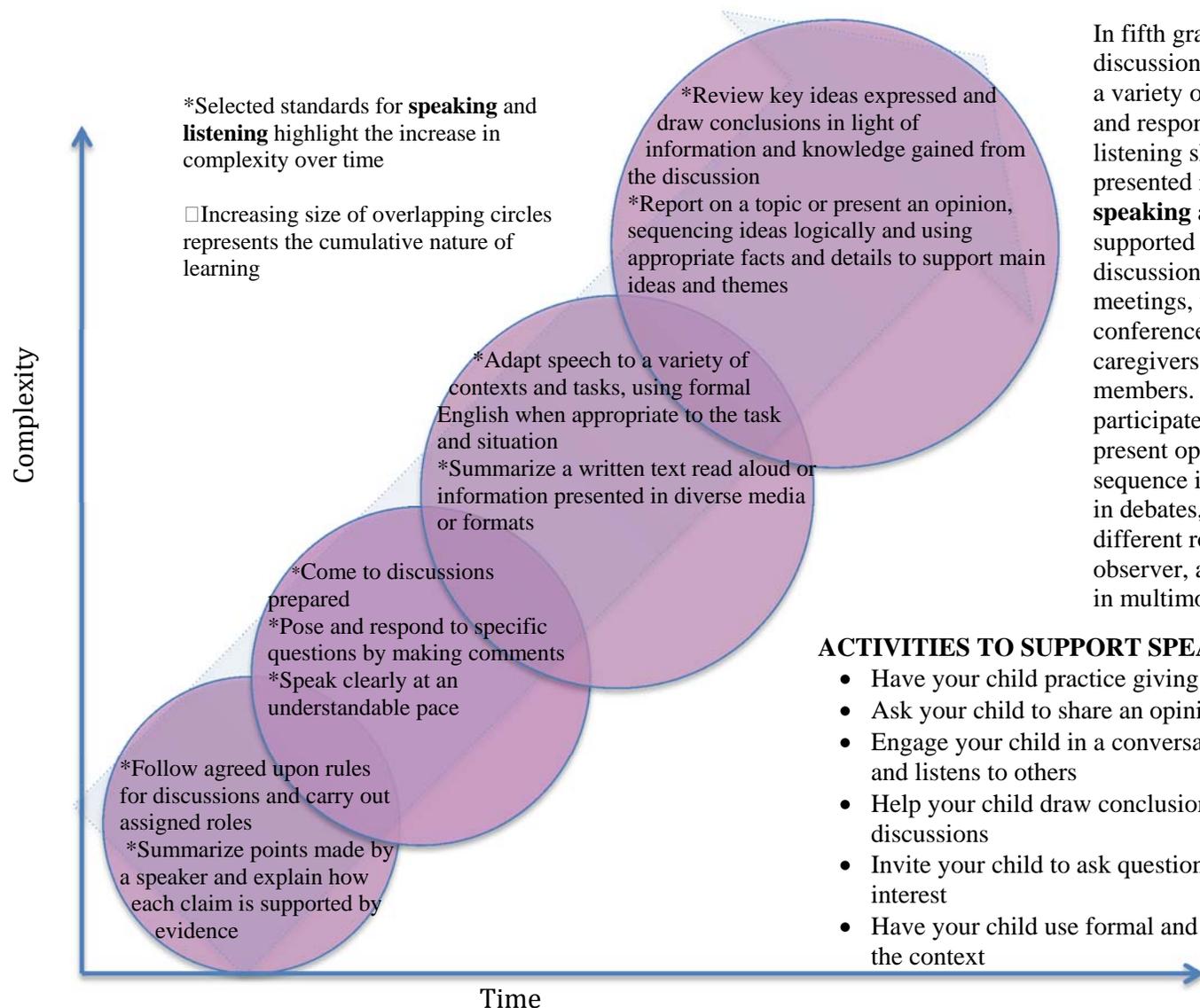


In fifth grade, students produce numerous pieces of writing that are clear and understandable to the reader. They are writing more complex sentences with dependent clauses (e.g., As the lights were dimming; where I was born), paraphrasing and summarizing information in notes, and listing sources. Fifth grade **writing** skills are introduced and supported during mini lessons, author circles, writing conferences, independent writing, and inquiry project time with caregivers, family members and community members. Within these structures, students participate in a wide variety of activities (e.g., write in a variety of genres including essays, persuasive texts, reports, and stories, create digital texts, analyze literary and informational texts, use the Internet, type at least two pages in a single setting, etc.)

ACTIVITIES TO SUPPORT WRITING GROWTH AT HOME:

- Ask your child to respond to suggestions from others and revise an original piece of writing.
- Assist your child in locating facts and relevant information to support their viewpoint for a logical argument
- Encourage your child to practice keyboarding skills
- Ask your child to use editing strategies to check for spelling, punctuation, and grammar errors
- Encourage your child to use strategies for research (e.g., gathering data, note taking, grouping ideas, and developing ways to present)

Georgia Standards of Excellence / English Language Arts
Fifth Grade: Speaking and Listening

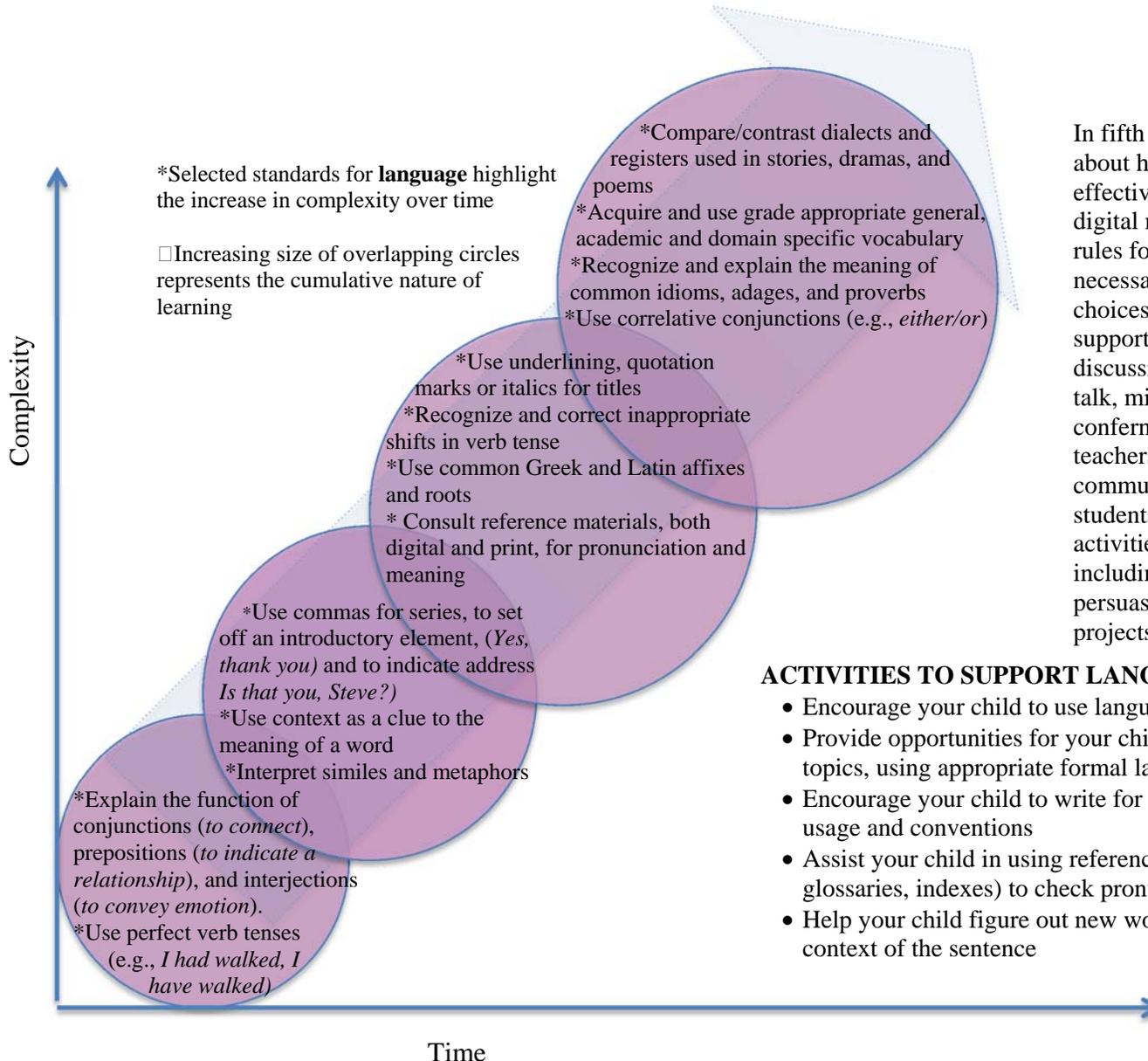


In fifth grade, students will engage in discussions, presentations, and conversations on a variety of topics. Fifth grade students will pose and respond to specific questions, use active listening skills and summarize information presented in diverse media formats. Fifth grade **speaking** and **listening** skills are introduced and supported during whole class and small group discussions, literature discussions, community meetings, turn and talk, reading and writing conferences, and partner reading with teachers, caregivers, family members and community members. Within these structures, students participate in a wide variety of activities (e.g., present opinions, summarize information, sequence ideas logically and coherently, take part in debates, speeches and interviews, assume different roles, such as participant, leader, observer, and combine audio and visual elements in multimodal presentations, etc.).

ACTIVITIES TO SUPPORT SPEAKING AND LISTENING AT HOME:

- Have your child practice giving a presentation, speech, or debate a topic.
- Ask your child to share an opinion on a topic of interest
- Engage your child in a conversation where s/he offers relevant information and listens to others
- Help your child draw conclusions from information presented in discussions
- Invite your child to ask questions and make comments on a topic of interest
- Have your child use formal and informal language structures depending on the context

Georgia Standards of Excellence / English Language Arts
Fifth Grade: Language



In fifth grade, students use what they know about how language functions to communicate effectively across a wide range of print and digital materials. A strong command of the rules for spoken and written language is necessary to make purposeful word and phrase choices. **Language** skills are introduced and supported during whole and small group discussions, literature discussions, turn and talk, mini lessons, reading and writing conferences, and project work time with teachers, caregivers, family members and community members. Within these structures, students participate in a wide variety of activities (e.g., write in a range of genres including essays, stories, poems, reports and persuasive texts; create digital texts, inquiry projects, etc.).

ACTIVITIES TO SUPPORT LANGUAGE GROWTH AT HOME:

- Encourage your child to use language to express ideas, opinions, wonderings
- Provide opportunities for your child to rehearse presentations on various topics, using appropriate formal language structures
- Encourage your child to write for many different purposes, with appropriate usage and conventions
- Assist your child in using reference materials (e.g., websites, dictionaries, glossaries, indexes) to check pronunciations and clarify meaning
- Help your child figure out new words by looking at the root, prefix, suffix and context of the sentence