

5th Grade- English Language Arts

Subject Overview:

Students in 5th grade are provided an environment rich in reading and writing opportunities to help them develop the skills and strategies to use in any educational setting. The focus in English Language Arts (ELA) at the 5th grade level is to support our students as they independently apply their foundational skills in order to read for meaning, read to learn new concepts, write using text evidence to support responses and opinions, and communicate effectively. Most of the reading and writing skills are being applied independently with scaffolding from the teacher. Each week the teacher focuses on a weekly concept and essential questions that correlates to a big idea that encompasses a reading unit. Students are provided opportunities to read from a broad range of topics and cultures in a variety of genres including literature and informational texts. Writing is incorporated in the ELA process as teachers model the writing process and support students to gather and organize information to formulate their own writing.

Textbooks/Programs:

1. McGraw Hill Wonders
2. Various Fiction Novels

Assessments:

1. MAP-NWEA
2. Ohio State Test- ELA (Spring)
3. Common unit assessments

Standards/Learning Goals

The English Language Arts Standards are divided into 5 areas: Foundational Skills, Reading-Literature, Reading-Informational Text, Writing and Language.

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words by using 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.

- Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading-Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Analyze literary text development.
 - a. 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.
 - b. Summarize the text, incorporating a theme determined from details in the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text
- Determine the meaning of words and phrases as they are used in a text, including figurative language, such as similes and metaphors, word relationships, and nuances in word meanings
- 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
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- Know and apply grade-level phonics and word analysis skills in decoding words
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Reading-Informational

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Analyze informational text development. a. Determine the main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.
- 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.
- 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.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.
- 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 how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding point(s)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships