



# 5<sup>th</sup> Grade

# Parent Guide for Understanding the English Language Arts Common Core

	Reading: Literature & Informational Text	Reading: Foundational Skills	Writing	Speaking & Listening	Language
<b>Students will be able to:</b>	<ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what a text says explicitly or when drawing inference.</li> </ul> <p><u>Literature:</u></p> <ul style="list-style-type: none"> <li>Determine the theme of a story, drama, or poem from details in the text, including how characters respond to challenges; summarize.</li> <li>Compare and contrast two or more characters, settings, or events drawing on specific details in the text.</li> </ul> <p><u>Informational Text:</u></p> <ul style="list-style-type: none"> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize.</li> <li>Determine the meaning of general academic and domain-specific words or phrases in text.</li> </ul>	<ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>Read with sufficient accuracy and fluency to support comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Write opinion pieces on topics or text, supporting a point of view with reasons and information.</li> <li>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.</li> <li>Summarize a written text read aloud or information presented in diverse media and formats.</li> <li>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.</li> </ul>	<ul style="list-style-type: none"> <li>Write following the English rules of grammar.</li> <li>Write following the rules of punctuation, capitalization, and spelling.</li> <li>Determine or clarify the meaning of unknown and multiple meaning words/phrases.</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
<b>Schools will support by providing opportunities to:</b>	<ul style="list-style-type: none"> <li>Read literature closely to describe characters, setting, or events in a story, drawing on specific details in a text.</li> <li>Reflect on literature and text as they read through discussion and in writing.</li> <li>Integrate information from several texts on the same topic in order to write or speak clearly about subjects knowledgeably.</li> </ul>	<ul style="list-style-type: none"> <li>Read on level text with purpose and understanding.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> <li>Strengthen writing as needed by planning, revising, and editing.</li> <li>Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Have group discussions on read aloud texts or information presented in other formats.</li> <li>Plan and deliver an opinion speech that states an opinion, logically sequences evidence to support the speaker's position, and provides a concluding statement.</li> <li>Speak in clear, complete sentences when engaging in various tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Study the works of various authors focusing on language use and grammar.</li> <li>Apply the rules of English grammar and conventions in daily writing tasks.</li> <li>Learn and apply strategies to understand unfamiliar words in reading.</li> </ul>
<b>Parents can support by providing opportunities to:</b>	<ul style="list-style-type: none"> <li>Keep track of the time your child reads independently. Note what kinds of reading materials he or she likes (e.g., books, magazines, newspaper articles, the internet, etc.).</li> <li>Have a discussion about what they read.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to read every day.</li> </ul>	<ul style="list-style-type: none"> <li>Invite your child to read their writing out loud to other family members. Ask questions about their word choices and ideas.</li> <li>Encourage your child to reread their writing revising for meaning, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Have family conversations about various topics using complete sentences.</li> <li>Model good listening and speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to reread their work to correct grammar and punctuation.</li> <li>Ask them to point out examples of figurative language while they read.</li> </ul>

## Fifth Grade Students will:

- Determine the theme of a story, play, or poem, including how characters respond to challenges
- Compare and contrast stories that deal with similar themes or topics
- Explain how authors use facts, details, and evidence to support their points or ideas
- Draw on information from multiple books, articles, or online sources to answer or to solve a problem
- Learn the rules of spoken and written language
- Learn and use new words, including words related to specific subjects (such as science related words)
- Understand figurative language
- Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Give a class presentation on a topic that tells a story, introducing relevant facts and details in a clear, logical order
- Write research or opinion papers over extended periods of time

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## How Parents Can Support:

- Provide time and space for your child to read. Have him or her read the most interesting or useful sections aloud.
- Assist your child in using references such as the internet or a dictionary to look up unfamiliar words.
- Discuss your family stories and history. Encourage your child to ask relatives questions about their lives. Put information together in an album or brainstorm different ways to tell family tales, such as poems or short stories.
- Use technology to build your child's interest in reading. There are several websites where students can read books or articles online. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

## Resources:

*Sacramento City Unified School District*

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including a list of mentor texts for the Standards for English Language Arts Practice

*Parent-Teacher Association*

<http://achievethecore.org/leadership-tools-common-core/parent-resources/>

- ✓ Parent Guides including grade level specific handouts with simple descriptions of what children should be learning in English Language Arts in each grade.

*California Department of Education*

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the ELA CCS

- ✓ Handouts for parents on transitioning to CCS

- ✓ Link to *Council of Great City Schools Parent Roadmaps*

- ✓ Links to *Smarter Balanced Assessments*

[www.bookadventure.com](http://www.bookadventure.com)

- ✓ *Free online reading resource*

[www.starfall.com](http://www.starfall.com)

- ✓ *Free online reading resource*

## How Things Have Changed:

English Language Arts expectations of students have changed greatly with the adoption of the Common Core Standards. Students will continue to read and write, but in addition to stories and literature, they will read more informational or non-fiction texts that provide facts and background knowledge in areas including science and social studies. They will also read more challenging text and be asked to support their interpretations with evidence from the text. There will also be an increased emphasis on building strong vocabulary so that students can read and understand challenging material.

### **Previous California Standards Assessment:**

Which statement is a theme of this story?

- A. People who live in the city should spend as much time as they can in the country.
- B. To become a writer like Yoshiko Uchida, you must visit with many other writers.
- C. Those who move to the United States often miss their homeland for many years.
- D. Writers like Yoshiko Uchida look to the richness of their lives for material.

### **Common Core Standards Assessment:**

Highlight the parts of the text that provide evidence to support the idea that the Tuskegee Airmen were historically important.