

## Examples of Reading Literature and Reading Information in Fifth Grade

<u>Fourth Grade Reading Literature</u>	<u>Fifth Grade Reading Literature</u>	<u>Sixth Grade Reading Literature</u>
<ul style="list-style-type: none"> <li>• Students determine the theme of a story, play, or poem from details in the text and summarize the text.</li> <li>• Students compare and contrast the point of view from which different stories are told, including the difference between first and third person accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text.</li> <li>• Students describe how a narrator's or speaker's point of view influences how events are described.</li> </ul>	<ul style="list-style-type: none"> <li>• Students determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text without personal opinions or judgments.</li> <li>• Students explain how an author develops the point of view of the narrator or speaker in a text.</li> </ul>

<u>Fourth Grade Reading Information</u>	<u>Fifth Grade Reading Information</u>	<u>Sixth Grade Reading Information</u>
<ul style="list-style-type: none"> <li>• Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• Students 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Students integrate information presented in different media or formats (such as visually or through numbers) as well as in words to develop a coherent understanding of a topic or issue.</li> </ul>

*In fifth grade, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas.*



## Examples of Writing in Fifth Grade

<u>Fourth Grade Writing</u>	<u>Fifth Grade Writing</u>	<u>Sixth Grade Writing</u>
<ul style="list-style-type: none"> <li>• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.</li> <li>• Students provide a concluding statement or section related to the information or explanation presented.</li> <li>• Students group related information in paragraphs and sections and use formatting such as headings, illustrations, and multimedia when useful.</li> <li>• Students link ideas within categories of information using words and phrases such as another, for example, also, and because.</li> <li>• Students use precise language and subject-specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.</li> <li>• Students provide a concluding statement or section related to the information or explanation presented.</li> <li>• Students group related information logically and use formatting such as headings, illustrations, and multimedia when useful.</li> <li>• Students link ideas within and across categories of information using words, phrases, and clauses (such as "in contrast" or "especially").</li> <li>• Students use precise language and subject-specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.</li> <li>• Students provide a concluding statement or section that follows from the information or explanation presented.</li> <li>• Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li>• Students include formatting (such as headings), graphics (such as charts or tables), and multimedia when useful.</li> <li>• Students use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Students use precise language and subject-specific vocabulary.</li> <li>• Students establish and maintain a formal writing style.</li> </ul>

**Writing tasks in fifth grade may include stories, essays, informative/explanatory reports and opinion papers**



## A Parent's Guide to Curriculum English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

*"Tell me and I'll forget.  
Show me and I'll remember.  
Involve me and I'll understand."  
-Confucius*



**FIFTH GRADE**

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## Students Need Skills To Be Successful In the 21<sup>st</sup> Century!

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In order for students to be 21<sup>st</sup> Century scholars Orange Unified School District is committed to ensuring that all students graduate high school with the skills they need to be successful in a global society. In English Language Arts, there are three shifts that will help prepare students for success.

First, students will read fictional stories and literature, as well as nonfictional text in areas such as science and social studies. This will prepare students to be life-long learners who build knowledge from text and apply it in innovative ways. Second, students will read more complex texts and answer questions that engage them in reasoning and collecting evidence. This will allow students to participate in rich, evidence based conversations about what they have read. Third, there will be an increased emphasis on building strong vocabulary so that students are prepared to read and understand the challenging materials they will encounter in college and their careers.

Overall, these shifts lay out a vision of what it means to be a literate person who is prepared for success in the 21<sup>st</sup> Century.



The complete ELA California Common Core State Standards for each grade level are available on the Orange Unified School District's website:

[www.orangeusd.org](http://www.orangeusd.org)

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## What Your Child Will Learn In Fifth Grade

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In fifth grade, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. Activities in these areas will include:

- Determining the theme of a story, play, or poem, including how characters respond to challenges
- Comparing and contrasting stories that deal with similar themes or topics
- Explaining how authors use reasons and evidence to support their points or ideas
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Learning the rules of spoken and written English
- Learning and using new words, including words related to specific subjects (such as science words)
- Understanding figurative language (e.g., She was quiet as a mouse.)
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- Giving a class presentation on a topic or telling a story, introducing relevant facts and details in a clear, logical order
- Writing research or opinion papers over extended periods of time

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## Collaborating with Your Child's Teacher

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You are an important part of your child's education! Reaching out to your child's teacher is highly encouraged and welcomed. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like: Is my child reading on grade level?

- ✓ Is my child reading on grade level?
- ✓ What type of writing is my child working on?
- ✓ What are my child's strengths and weaknesses?
- ✓ What can I do at home to make sure that my child is successful?

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## Helping Your Child Learn Outside Of School

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- ✓ Provide time and space for your child to read independently. This reading time should be free from distractions such as television.
- ✓ Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
- ✓ It is also helpful when your child sees other people reading at home. You could share what you have read.
- ✓ Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
- ✓ Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
- ✓ Use technology to help build your child'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.