

## Grade 5

During Marking Period 1, your child is working towards:

Reading Comprehension	Writing	Word Study
<ul style="list-style-type: none"> <li>● <b>Reading grade level text with purpose and understanding</b></li> <li>● <b>Reading with sufficient accuracy and fluency to support comprehension.</b></li> <li>● <b>Determining a theme of the text</b> <ul style="list-style-type: none"> <li>○ including how characters in a story or drama respond to challenges</li> <li>○ summarizing the text.</li> </ul> </li> <li>● <b>Comparing <u>two or more</u> characters, settings, or events in a story or drama</b> <ul style="list-style-type: none"> <li>○ drawing on specific details in the text (e.g., how characters interact).</li> </ul> </li> <li>● <b>Explaining the relationships or interactions between two or more:</b> <ul style="list-style-type: none"> <li>○ individuals, events, ideas, or concepts in a nonfiction text</li> <li>○ using specific information in the text</li> </ul> </li> <li>● <b>Comparing the overall structure</b> (e.g., chronology, cause/effect, problem/solution, compare/contrast) <b>of events, ideas, concepts, or information in <u>two or more</u> texts.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Writing opinion pieces on topics or texts</b> <ul style="list-style-type: none"> <li>○ supporting their point of view with reasons and information.</li> </ul> </li> <li>● <b>Writing informational text</b> <ul style="list-style-type: none"> <li>○ Developing the topic with facts, definitions, concrete details, <b>quotations</b>, or other information and examples related to the topic.</li> </ul> </li> <li>● <b>Writing narratives that:</b> <ul style="list-style-type: none"> <li>○ Use narrative techniques, such as dialogue, description, and pacing, to</li> <li>○ develop experiences and events</li> <li>○ show the responses of characters to situations.</li> </ul> </li> <li>● <b>Generating written responses to questions about a text that:</b> <ul style="list-style-type: none"> <li>○ Use concrete words/phrases and sensory details to convey experiences and events precisely.</li> <li>○ Draw evidence from texts to support analysis, reflection, research.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Determining or clarifying the meaning of unknown and multiple-meaning words and phrases</b> <ul style="list-style-type: none"> <li>○ Use context as a clue to the meaning of a word or phrase.</li> <li>○ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>○ Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> <li>● <b>Demonstrating understanding of figurative language, word relationships, and nuances in word meanings</b> <ul style="list-style-type: none"> <li>○ Interpret figurative language, including <b>similes</b> and <b>metaphors</b>, in context.</li> <li>○ Recognize and explain the meaning of common <b>idioms</b>, <b>adages</b>, and <b>proverbs</b>.</li> </ul> </li> <li>● <b>Knowing and applying grade-level phonics and word analysis skills in decoding words.</b></li> </ul>

- **Explaining how an author uses reasons and evidence to support particular points in a text**
  - identifying which reasons and evidence support which point(s)
- **Integrating (combining) information from several texts on the same topic in order to write or speak about the subject knowledgeably**



## Resources

Reading Comprehension	Writing	Word Study
<p><i><u>The only way to become a better reader is to read.</u></i></p> <p><b>Digital Resources (found on BCPSOne)</b></p> <ul style="list-style-type: none"> <li>● Tumblebooks</li> <li>● Raz Plus</li> <li>● Baltimore County Public Library (seperate website)</li> <li>● Destiny (Dogwood Library)</li> </ul> <p><b>Ideas for types of questions to ask your child can be found on the following pages</b></p> <p><b>Note:</b> <i>Pick approx. 5 questions from the list below to ask your child about a text they read or a text you read together</i></p>	<p><a href="#">300 Writing Prompts</a></p> <p><b>Ways to support writing development at home:</b></p> <ul style="list-style-type: none"> <li>● Journaling           <ul style="list-style-type: none"> <li>○ Provide them a topic or let them choose</li> </ul> </li> <li>● Create comics</li> <li>● Writing Poetry</li> </ul> <p><b>Digital Resources (found on BCPSOne)</b></p> <ul style="list-style-type: none"> <li>● Brain Pop (grammar/writing)</li> <li>● Edotyping</li> </ul>	<p><b>Ways to support word study at home:</b></p> <ul style="list-style-type: none"> <li>● Word or Spelling pattern hunts           <ul style="list-style-type: none"> <li>○ Have your child look through written materials at home (books, magazines, food labels, etc) to find words that fit their spelling pattern for the week</li> </ul> </li> <li>● Students can use the newly found words to:           <ul style="list-style-type: none"> <li>○ Write a silly paragraph or story</li> <li>○ Use in sentences</li> <li>○ Practice reading</li> <li>○ Create picture definitions for each word they find</li> </ul> </li> </ul>

		<b>Digital Resources:</b>
		<ul style="list-style-type: none"><li>• Wonders (McGraw Hill)</li><li>• <a href="http://ReadWriteThink.org">ReadWriteThink.org</a></li></ul>



### Thinking *within* the Text

- Summarizing
  - Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
  - Summarize ideas from a text and tell how they are related.
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
  - What was the problem in the story?
  - How did the characters solve the problem?
  - How did the story end? If applicable, what was the surprise at the end?
  - What new information did you learn about \_\_\_\_\_?
  - Look at the photograph/drawing on page \_\_\_\_\_. What did you learn?
  - Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
  - Summarize the important events at intervals during the reading of a longer text.
  - Sequence the actions from a graphic text.
  - What was the big problem in the story? What other problems did the characters encounter?
  - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
  - Determine a theme of a story, drama, or poem from details in a text; summarize the text.
  - Tell the important ideas in an organized way (orally or written response).
  - Summarize chapters, short stories, or sequels in order to understand larger themes.
  - What were the events that led to the ending?

## Thinking *beyond* the Text

- Predicting
  - Based on what you know about a character, predict what he or she will do.
  - Based on what you know, what might happen next?
  - After reading the text, predict what might happen next. What clues from the book or personal experience helped you with this prediction?
  - Has your prediction happened? How do you know?
  - Based on clues from the story, predict what the character will do next, feel, etc.
  - With new events in the story, how has your prediction changed?
- Making Connections (Follow-up Question: How did that connection help you understand the story?)
  - Can you think of another book that is similar to this one?
  - How is the (topic, characters, ending) similar to (title of another book)?
  - How is the character the same in this book as in previous books?
  - What connection can you make (personal, text, world)? Explain how they are connected.
  - **Before, During, and After Reading** - Based on what you already know about \_\_\_\_\_, what connections can you make to the text?
  - **Before, During, and After Reading** - How did what you know about the topic help you understand the text?

## Thinking *within* the Text

- Summarizing

**\*\*Summarizing now becomes a tool to organize what you've read in order to participate in discussions and complete written activities.\*\***

- Summarize the *important* events or episodes from the text in the order that they happened. Tell me more. (Orally or written)
- Summarize ideas from a text and tell how they are related.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Ask and answer "in the book" questions.)
- What was the problem in the story?
- How did the characters solve the problem?
- How did the story end? If applicable, what was the surprise at the end?
- What new information did you learn about \_\_\_\_\_?
- Look at the photograph/drawing on page \_\_\_\_\_. What did you learn?
- Look at the (glossary, heading). How does it help you? Give an example of a (word from the glossary or an idea under that heading).
- Summarize the important events at intervals during the reading of a longer text.
- Sequence the actions from a graphic text.
- What was the big problem in the story? What other problems did the characters encounter?
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 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. Tell the important ideas in an organized way (orally or written response).
- Summarize chapters, short stories, or sequels in order to understand larger themes.
- What were the events that led to the ending?