

Family

Friendly

GUIDE FOR FIFTH GRADE

English Language Arts

In fifth grade, students develop their **thinking** and **problem-solving skills**. While students continue to build reading comprehension skills, they focus on text analysis. Educators continue to provide guidance and support, with the expectation that independence is demonstrated by the end of the school year.

Fifth graders read a variety of literary and informational texts, including those in multimedia formats. In literary texts, they analyze how story elements contribute to the plot and consider the impact of the story's point of view. They identify and describe, with evidence and elaboration, how conflicts within a story move the plot forward. They explain how authors reveal characters' perspectives. In informational texts, they compare primary and secondary accounts of the same event or topic. Students continue to use text features and structures to navigate a text and build comprehension.

In writing, fifth graders focus on becoming proficient with the skills previously developed. They work to strengthen argument and informational writing by using organizational structures to group ideas. In narrative writing, students work on organization, varying transitions and elaboration. Fifth graders work on improving their oral communication by beginning to evaluate a speaker's claim and reflect on the thoughts and ideas of others. They write summaries, essays, and creative pieces.

This document is designed to:

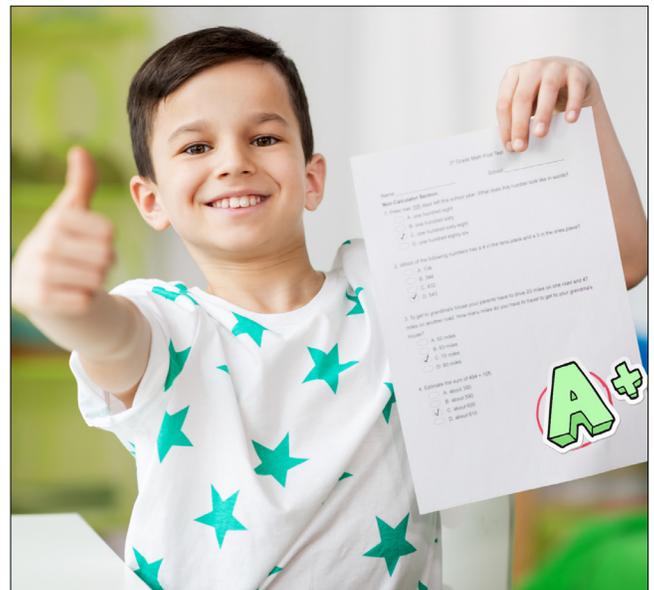


- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting fifth grade.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

In fifth grade, students should:

- **read and write more independently**, choosing texts that match their needs.
- **explore different ways** to express themselves through writing.
- **ask questions**, research various text types, and create multimedia presentations.
- **learn** to draw conclusions and provide evidence from texts.
- **continue** to refine their skills, engage in conversations, and receive support from teachers to meet expectations.



FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

In fifth grade, students should:

- Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.

APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In fifth grade, students should:

- analyze how story elements drive plot development, including setting, characters, and conflict.
- understand the impact of figurative language on the reader's experience and emotions.
- identify and explain the main idea or theme of a text and how it unfolds.
- compare different perspectives within texts and across different media formats.
- determine word meanings and recognize figurative language, using context clues and word relationships.

RESEARCH

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In fifth grade, students should:

- ask questions about a topic to start researching.
- review and use different kinds of sources like books and online videos.
- decide if a source is trustworthy before using it.
- pick out the important, relevant information from a source.
- put together similar information and give credit to who wrote the information.

COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

In fifth grade, students should:

- introduce their topic, provide supported reasons, organize their ideas logically, use transitions, and conclude effectively when writing arguments.
- introduce their topic clearly, develop it with relevant facts, group related information logically, use precise language, and provide a conclusion in informative writing.
- establish settings and characters, create a plot structure, use narrative techniques effectively, sequence events with transitions, and provide a logical ending when writing narratives.
- follow grammar rules, improve their writing through planning and revision and demonstrate fluent cursive writing.
- use good speaking techniques, know why they are presenting, participate actively in discussions, and evaluate arguments.



HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

Overarching Expectations:

- **Set a Reading Routine:** Establish a daily reading routine to read for a set amount of time each day. Consistency is key. Set reading goals or challenges and allow choice in the texts to be read.
- **Create a Cozy Reading Nook:** Make a comfortable and inviting space for reading. Fill it with books, good lighting, and comfy seating. Besides books, include magazines, comics, and online articles to keep reading diverse.
- **Role Model:** Read, write, talk, and listen with and to your child. Encourage them to be role models for younger students.

Foundations of Literacy

Fluency: It is still important to listen to your child read daily. Encourage rereading sentences or phrases to self-correct and sound fluent. Provide a variety of texts to apply reading fluency.

Applications of Reading:

- **Extend Conversations:** After reading, discuss the theme(s) in a literary text and central idea in an informational text. Ask, "What evidence from the text can be provided to support that idea?" Explain how figurative language impacts the meaning.
- **Build Vocabulary:** Discuss the meaning of unknown words while reading. Use context clues to determine the meaning. Try to use these new words in conversations. Notice the use of affixes and Greek and Latin roots. Discuss meanings to support understanding of the text.
- **Access a Variety of Texts:** Offer different types of reading materials - fiction, non-fiction, comics, magazines (print and digital). This broadens exposure to various writing styles. Discuss how print and non-print formats of a similar topic or text are similar or different.

Research:

- **Access to Resources:** Ensure access to books, the internet, and other research materials. A library card can be valuable.
- **Encourage Curiosity:** Foster natural curiosity. Encourage asking questions, exploring topics, and finding answers.
- **Provide Guidance:** Be available to help. Encourage, motivate, and celebrate. Provide support in determining which information is relevant to the topic and in organizing related findings.

Communications:

- **Practice Cursive Writing:** Routinely use legible, cursive writing to communicate ideas.
- **Use Oral Communication:** Share the findings of a research topic or tell a story or joke to family and friends. Use eye contact and appropriate voice volume. Collaborate with friends to solve a problem and consider the ideas of others.
- **Integrate Social Studies and Science:** Encourage reading age appropriate magazines and websites on social studies and science topics. Write down 3-6 facts from these resources and share them with others.

ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, they will participate in formative, [norm-referenced interim assessments](#), and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

At the end of the school year, your student will participate in the statewide summative assessment, [SC READY](#). Parent resources are available [online](#).

ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).