



1st Nine Weeks Parent Syllabus - Grade 5 ELA

Social Studies Integration: History of the Land: America the Beautiful

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit | Learning Targets | Vocabulary |
|------|---|--|
| | <ul style="list-style-type: none"> ● use quotes from the text when: explaining what the text says, drawing inferences, and to support inferences ● determine the theme of literary text ● explain how particular details reveal a theme ● summarize the text, including the theme | <p>details, examples, quotes, explicit, implicit, inferences, questioning, drawing conclusions, accurately, recount, retell, summarize, characters’ reactions, central idea, theme, key details, text evidence, paraphrase, relevant and irrelevant, determine, context, clue, signal words, multiple meaning, phrases, analyzing, affix, prefix, suffix, root</p> |
| 1 | <ul style="list-style-type: none"> ● summarize the text, citing evidence from the text and include relevant quotes ● paraphrase information from the text ● determine when the text has two or more main ideas ● identify key details from the text and explain how they support each of the main ideas ● use details and main idea to provide a summary of the text ● identify an unknown or multiple-meaning word in a mentor text ● look for a definition, example, or restatement clue ● break a word into parts: prefix, suffix, root ● identify and apply the meaning of Greek and/or Latin affixes and/or root ● state the meaning of an unknown word ● introduce a real or imaginative narrator and/or character in the narrative ● use dialogue to develop experiences and events. ● use descriptions of actions, thoughts, and feelings to develop experience and events ● use transitional words and/or phrases to signal event order ● write a conclusion that follows the narrated events | <p>word, narrative, real experiences, introduction, establish a situation, plot, event sequence, narrator, character, point of view, audience, setting, mood, tone, dialogue, vivid details, reactions, situations, character traits, transitions, phrases, signal, event order, show don’t tell, concrete, sensory, senses, conclusion, narrated experiences, final impressions</p> |

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| 2 | <ul style="list-style-type: none"> ● identify important, specific details that support key ideas in a story or drama ● identify and describe the plot events in a story or drama ● describe the setting and characters of a story or drama, referring to specific details ● compare and contrast characters, settings, and events using specific details from the text ● identify two or more individuals, events, ideas, or concepts in an informational text ● distinguish between key ideas and details that explain what happened and why ● use specific evidence from the text to support an explanation of relationships/interactions between two or more individuals, events, ideas, or concepts ● use context clues to help unlock the meaning of unknown words/phrases ● differentiate between literal and non-literal language ● interpret figurative language and literary devices | <p>character, villain, setting, plot, major/minor characters, conflict, climax, compare, contrast, interactions, relationships, individuals, events, ideas, concepts, text structures, signal words, general academic words, domain specific words, context clues, determine, figurative language, metaphors, simile, literary devices, word choice</p> |
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Social Studies topics

What makes our land, the United States, unique and different from other places in the world?

G.5.1 Locate on a map the physical features of America prior Exploration.

G.5.2 Describe physical features of the environment.

G.5.3 Recognize maps, graphs, and other representations of the earth.

H.5.2 Examine the reasons and impact for exploration of the New World.



2nd Nine Weeks Parent Syllabus - Grade 5 ELA

Social Studies Integration: History of the People: From Early Civilizations to a Modern People

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit | Learning Targets | Vocabulary |
|------|---|--|
| 3 | <ul style="list-style-type: none"> ● explain how a series of scenes/chapters fit together to provide the overall structure of a story, drama, or poem ● identify the overall structure of two or more texts ● describe similarities and differences in the development of events, ideas, or concepts in two or more texts ● describe how point of view affects literary text ● describe how narrator’s or speaker’s point of view influences the description of events in a story ● describe author’s overall purpose for writing a text ● describe how author’s choices reflect his or her point of view or focus when reading multiple accounts of the same topic or event ● identify the type of nonliteral language as functioning as a simile or metaphor ● identify nonliteral language as an idiom, adage, or proverb ● explain the meaning of the simile or metaphor as it is used in context ● explain the meaning of the idiom, adage, or proverb ● use a simile or metaphor ● form an opinion based upon a text ● use a planning map or graphic organizer in order to group ideas to support the purpose for writing ● state an opinion using specific words or phrases to clearly communicate the opinion ● choose facts and details from the text to support the opinion ● use linking words or phrases to connect and forward the opinion ● identify and use appropriate clauses to link opinion and reasons ● write a concluding statement or section that relates directly to the opinion made in the introduction | <p>genre, drama, poem, structural elements, verse, rhythm, meter, casts, stage directions, dialogue, text structure, scene, stanza, point of view, narration, first person, third person, author’s purpose, compare, contrast, problem/solution, cause/effect, text features multiple accounts, perspective, firsthand and secondhand account, multiple meaning, determine, interpret, context, figurative language, simile, metaphor, vivid language, relationship, nuance, idioms, adages, proverb, literal, nonliteral, opinion, supporting, point of view, introduce, organization, graphic organizer, ideas logically grouped, writer’s purpose, analyze, provide logically ordered reasons, support by facts and details, multiple sources, note taking, link, clauses, connect, transitions, concluding statement, ending</p> |

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| <p>4</p> | <ul style="list-style-type: none"> ● analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text and support the author’s message ● differentiate between relevant and irrelevant information ● differentiate between reliable and unreliable sources ● analyze information needed from print and digital sources to answer a question or solve a problem ● use a variety of media sources to answer a question or solve a problem ● identify the author’s key points ● identify reasons or evidences that support the author’s key points ● identify the type of nonliteral language as functioning as a simile or metaphor ● identify nonliteral language as an idiom, adage, or proverb ● explain the meaning of the simile or metaphor as it is used in context ● explain the meaning of the idiom, adage, or proverb ● use a simile or metaphor ● use an idiom, adage, or proverb ● use a thesaurus to identify a synonym or antonym ● form an opinion based upon a text ● use a planning map or graphic organizer in order to group ideas to support the purpose for writing ● state an opinion using specific words or phrases to clearly communicate the opinion ● choose facts and details from the text to support the opinion ● determine the relationship between reasons ● choose a logical order for reasons ● use linking words or phrases to connect and forward the opinion ● identify and use appropriate clauses to link opinion and reasons ● write a concluding statement or section that relates directly to the opinion made in the introduction | <p>visual, multimedia elements, graphics, sound, animations, photos, digital, audio, distinguish, media formats, text features, relevant and irrelevant, reliable and unreliable, evaluate, reasons, argument, support, multiple meaning, determine, interpret, context, figurative language, simile, metaphor, vivid language, relationship, nuance, idioms, adages, proverb, literal, nonliteral, relationship, synonyms, antonyms, homographs, opinion, supporting, point of view, introduce, organization, graphic organizer, ideas logically grouped, writer’s purpose, analyze, provide logically ordered reasons, support by facts and details, multiple sources, note taking, link, clauses, connect, transitions, concluding statement, ending</p> |
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Social Studies topics

How did the United States develop into a mosaic of cultures and how can we be distinguished from other cultures?

G.5.1.2 Locate on a map of North and South America pre-Columbian civilizations according to geography.

H.5.1.1 Define symbols and customs.

H.5.6 Differentiate among pre-Columbian civilizations.

H.5.2 Describe reasons for colonization of North America.

CR.5.1 Identify ways that people in roles of power can influence people's rights and freedom.

CR.5.2 Describe and explain traditions and contributions of various cultures.

H.5.3.1 Identify influential leaders and groups responsible for founding colonial settlements (e.g., John Smith, William Bradford, William Penn, etc.)

H.5.7.1 Identify historical figures that are used as symbols of American culture (e.g. currency, monuments, place names, etc.)



3rd Nine Weeks Parent Syllabus - Grade 5 ELA

Social Studies Integration: History of the Economy: From Barter to Free Trade

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit | Learning Targets | Vocabulary |
|---------|--|---|
| 5 and 6 | <ul style="list-style-type: none"> ● identify the theme of two texts with similar themes and topics ● identify and explain the author’s purpose and point of view of two texts with similar themes and topics ● compare and contrast the approach of similar themes and topics from sources of the same genre ● identify key and relevant details about a single topic from several informational texts ● categorize key details from several informational texts ● combine information from several informational texts about the same topic ● identify and use general academic and domain specific words in context ● use specific words and phrases that signal contrast, addition, and/or logical relationships ● use specific words, phrases, or clauses to clearly communicate a topic ● state an introduction that has a central focus or a topic/idea ● group information in a logical way to give the reader an understanding of the author’s purpose for writing ● choose facts, definitions, concrete details, quotations, or examples from the text to develop the topic ● use commas and quotation marks to attribute words, thoughts, or ideas to the author ● identify the appropriate linking words and phrases to use in the writing ● use linking words and phrases to connect and forward the ideas ● identify thoughts to leave with the reader before writing the conclusion ● write a conclusion that relates directly to the information or explanation presented in the introduction | <p>compare, contrast, genre, theme, point of view, author’s purpose, synthesize, relevant and irrelevant information, categorize, academic, domain specific, conversational, spatial, temporal, logical relationships, contrast, addition, informative, explanatory, introduction, conclusion, topic, organizational structure, definition, facts, examples, paraphrase, convey ideas, primary and secondary sources, linking words, phrases, clauses, signal, progress, precise language</p> |

Social Studies topics

How has history shaped and changed the American economy?

E.5.1 Examine the various types of resources required to provide goods and services.

E.5.2 Explain how currency makes exchange easier by comparing a bartering economy to a currency-based economy.

H.5.2.3 Identify the economic motivations for European exploration and settlement in the Americas.

H.5.2.5 Explain the development and impact of the Columbian Exchange.

H.5.3.3 Demonstrate an understanding of colonial economic life and labor systems in the Americas (Triangular Trade, indentured servitude, enslaved and free Africans).



4th Nine Weeks Parent Syllabus - Grade 5 ELA

Social Studies Integration: History of the Government: From the Magna Carta to the Bill of Rights

Note: This is not an all-inclusive list of learning targets and key terms.

| Unit | Learning Targets | Vocabulary |
|---------|--|--|
| 7 and 8 | <ul style="list-style-type: none"> ● paraphrase information from the text ● determine when the text has two or more main ideas ● identify key details from the text and explain how they support each of the main ideas ● use details and main idea to provide a summary of the text ● identify an unknown or multiple-meaning word in a mentor text ● look for a definition, example, or restatement clue ● break a word into parts: prefix, suffix, root ● identify and apply the meaning of Greek and/or Latin affixes and/or root ● describe similarities and differences in the development of events, ideas, or concepts in two or more texts ● describe how point of view affects literary text ● describe how narrator’s or speaker’s point of view influences the description of events in a story ● describe author’s overall purpose for writing a text ● compare and contrast the approach of similar themes and topics from sources of the same genre ● identify key and relevant details about a single topic form several informational texts | <p>summarize, characters’ reactions, central idea, theme, key details, text evidence, paraphrase, relevant and irrelevant, determine, context, clue, signal words, multiple meaning, phrases, analyzing, affix, prefix, suffix, root word, narrative, real experiences, introduction, establish a situation, plot, event sequence, narrator, character, point of view, audience, genre, drama, poem, structural elements, verse, rhythm, meter, casts, stage directions, dialogue, text structure, scene, stanza, point of view, narration, first person, third person, author’s purpose, compare, contrast, problem/solution, cause/effect, text features, multiple accounts, perspective, firsthand and secondhand account</p> |

Social Studies Integration

How has the idea of freedom evolved throughout our nation’s history?

CI.5.1 Explain how weaknesses of the Articles of Confederation led to the Constitution.

CR.5.1 Identify ways that people in roles of power can influence people’s rights and freedoms.

H.5.3.2 Trace the development of democratic ideas and discuss the structure of colonial governments that influenced the early colonies (e.g., Magna Carta, Mayflower Compact, etc.)

H.5.4 Explain major events of the American Revolution and their outcomes.

H.5.5 Chart the causes and events leading to the American Revolution. Cite the reasons for the establishment of early colonies in North America.

Helpful resource: Mississippi Department of Education (MDE) has provided resources for parents to assist student learning outside of the classroom. This resource, *The Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child’s academic growth by reinforcing classroom activities at home. The Family Guide for Student Success booklets represent what all students should know and be able to do at the end of each grade level.

http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fgss_3rd-grade_print-view_20161012162519_638957.pdf?sfvrsn=2