5TH GRADE

A FAMILY GUIDE FOR STUDENT SUCCESS



MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

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5TH GRADE

STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. 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. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Mississippi.

If you have special questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.



READING

In grade five reading, your child will continue reading and writing, but in addition to stories and literature, he will read more texts that provide facts and background knowledge in areas including science and social studies. He will read more challenging texts and be asked questions that will require he to refer back to what he has read. There will also be an increased emphasis on building a strong vocabulary so that your child can read and understand more challenging material. Your child will be expected to understand and clearly summarize what he has learned from readings and classroom discussions, referring to specific evidence and details from the text. Activities in these areas may include:

- Drawing inferences from the text, citing evidence from the text and including a relevant quote.
- Summarizing the text, including the theme in the original piece.
- Identifying and describing text structures the author uses in a text.
- Analyzing different points of view used in multiple accounts of the same event or topic.
- Identifying reasons or evidences that support the author's key points.
- Using context clues to help unlock the meaning of unknown words/phrases.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text and support the author's message.
- Compare/contrast the approach of similar themes and topics from stories of the same genre.

Your child can accurately quote a text when explaining what the text explicitly says and when drawing inferences from a text.

- Quote accurately from the text to support answers. "Quote accurately" may include using his own words.
- Give more thought to characters' actions in a text.
- Refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events.

HELP AT HOME

- Give your child sticky notes to jot down thoughts, questions, predictions, inferences, or connections as he reads. Stick those notes to the corresponding page in the text and have him come back to them when answering questions about the text.

VOCABULARY

An **INFERENCE** is made by using observations and background knowledge to determine a conclusion that makes sense. For example, John hears a smoke alarm and smells burnt bacon when he wakes up. John can infer that his mom burned their breakfast.



Your child can determine the theme of a story, drama, or poem using details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic. Have your child summarize text.

- Link his thinking to the text.
- Identify the most important events that happen in the story.
- Describe how two characters are the same or different.
- Determine how the problem in the story was solved.



HELP AT HOME

- Have your child practice summarizing by allowing him to use your social media account(s) to write a short summary of a fun family activity or an exciting event for friends and family members to see and respond to.
- Teach your child to take phone messages when an adult is unavailable to come to the phone. This teaches summarization as your child must overlook unnecessary information and only note the most important details.

VOCABULARY

A story's **THEME** is its underlying message, or "big idea." For example, the theme of Cinderella is the ability to achieve success through perseverance and positive behavior when faced with negative circumstances.

Your child can compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- Draw on specific details given in the text.
- Compare and contrast characters based on their thoughts, words, actions, decisions, physical attributes, and interactions with others.
- Compare and contrast settings based on the time and place.
- Compare and contrast events based on the characters, action, or impact on other events in a story.

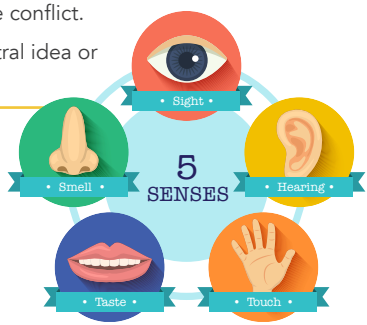
HELP AT HOME

- When visiting a new or unfamiliar place, ask your child questions such as: "How is (new place) similar to or different from our home?" Have the child explain his thoughts, using specific things he sees, hears, smells, or touches.

BASIC STORY ELEMENTS

Basic story elements include:

- **CHARACTERS:** persons (or even animals) who take part in the action of a short story.
- **SETTING:** the time and place in which a story happens.
- **PLOT:** the series of events that happen in the story.
- **CONFLICT:** the struggle between two people or things; the main character is usually involved in one side of the conflict.
- **THEME:** the central idea or belief in a story.



Your child can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- Look for elements of figurative language, such as similes and metaphors.

VOCABULARY

SIMILES compare two things using the words "like" or "as" (e.g., the girl sang like a bird.)

METAPHORS compare two things by saying one thing "is" another, different thing (e.g., the hot pavement is a fire under my feet since I am not wearing any shoes).



HELP AT HOME

- Encourage your child to make notes about unfamiliar words and concepts he comes across while reading that can be discussed later with a parent or teacher. Assist the child in using a dictionary or an Internet reference tool to look up those unfamiliar concepts.
- Use questions and prompts such as:
  - What do you do when you come to words or phrases you do not know?
  - Tell me how this text is presented/ organized?
    - Think about what you read.
  - Who is telling the story?
  - Can you tell how the person telling the story is thinking?
  - How does this affect the events of the story?

Your child can explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

- Answer the question: How does the structure of a text impact the reader's experience and understanding of a text?
- Use understanding of structure to enhance experience with and understanding of text.
- Know that authors use structures purposefully to create dramatic effect.



HELP AT HOME

- After your child has read a story, drama or poem, have him illustrate and describe each chapter, scene, or stanza. Hang the illustrations and descriptions up to show the order of the text. Once the text is in order, have your child explain the purpose of each section and how it fits with the one before it and the one after it.

COMMON TEXT STRUCTURES

A text's "structure" refers to how a story is built. Common text structures include:

CHRONOLOGICAL ORDER
Explains how things happen in order or in sequence.
Clue Words: first, next, later, then, finally.

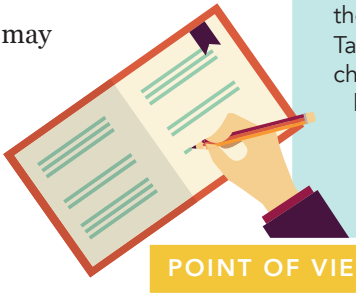
COMPARE AND CONTRAST
Explains how two things are similar and different.
Clue Words: both, but, instead, differences, on the other hand.

CAUSE AND EFFECT
The writer wants to explain how one event leads to another.
Clue Words: cause, effect, as a result, consequently, so.

PROBLEM AND SOLUTION
The author wants to explain a problem and show one or more solutions. Clue Words: difficulty, problem, answer, future.

Your child can describe how a narrator's or speaker's point of view influences how events are described.

- Understands that personal perspectives shape how events are perceived and described.
- Knows the narrator/speaker in a story tells events from his own point of view.
- Knows events may be described differently, depending on whose point of view a story is being told.



HELP AT HOME

- Have your child imagine the story if his favorite story had been told from a different point of view (e.g., what would the story be like if it was told from the villain's point of view?). Talk it through with your child. Then encourage him to re-write his favorite story from the point of view of a different character.

POINT OF VIEW

Point of view is the viewpoint from which a story is told.

FIRST-PERSON
The character is telling the story from his/her point of view. Clue Words: I, we.

THIRD-PERSON
A person not involved in the actual story is telling the story, including the thinking and action of all characters. Clue Words: he, she, they.

Your child can analyze how visual and multimedia elements contribute to the meaning, tone, and beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- Identify how the visual presentation of a text supports the author's message.
- Identify the relationship between the tone and beauty of a text with the meaning of the text.
- Understand that the presentation of a text (e.g., visual or multimedia), enhances the reader's understanding of the text.
- Identify multimedia elements, including: text, graphics, sound, video, and animation.
- Identify types of text, such as: graphic novels, multimedia presentations of fiction, folktales, myths, and poems.

HELP AT HOME

- Take your child to a movie, play or musical based on a written work that he has previously read. Discuss with your child the way the props, music, costumes, and actors' voices and movements bring the story to life.



VOCABULARY

TONE is the author's attitude toward the writing and the readers (e.g., serious, humorous, suspicious).

Your child can compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.

- Understands that stories can share the same theme or topic even though the story elements differ.
- Knows that story elements include characters, setting, and plot.
- Knows that genre is writing that has a particular form, content, or technique.
- Recognizes that authors reveal the theme of a story by emphasizing a recurrent message through characters and events in a story.

GENRES

Genre is the word used to describe different types of literature, including but not limited to:

FICTION
- Mystery
- Historical fiction
- Realistic fiction
- Folktales
- Fairy tales

NONFICTION
- Informational texts
- Biography
- Autobiography

VOCABULARY

PROTAGONIST is the main character in a novel.

ANTAGONIST is the villain in the story; opposes the main character (protagonist).

HELP AT HOME

- One of the best ways to discover a story's underlying theme is to look at how the main character (protagonist) changes during the course of the story or what he has learned by the story's end. Often, what this character has learned about life is the idea the writer wants to reveal to the reader. Have your child determine the story's theme and give examples from what happened to the main character as evidence to support the chosen theme.
- Suggest a variety of texts surrounding a common theme (e.g., the Dust Bowl or the Civil Rights Movement) in order to help your child see how different authors vary in their approach to the same theme. This helps him understand how information can be integrated from multiple texts on the same topic, which is a skill he will need for research papers in the future.



By the end of the year, your child can read and comprehend literature (including stories, dramas, and poetry) and informational texts (including history/social studies, science, and technical texts) at the high end of the grade 5 text band independently and proficiently.

- Have experience with reading stories, drama, poetry, history, science, and technical texts.
- Comprehend grade-level literature, at a proficient level, when he is reading and working independently.

VOCABULARY

An **INFORMATIONAL TEXT** is nonfiction writing, written with the intention of informing/teaching the reader about a topic. Informational texts include magazines, history or science books, autobiographies, newspapers, and instruction manuals.



HELP AT HOME

- Encourage your child to read a variety of materials, including stories, poems, plays, books, newspapers, and magazines. Look for opportunities to discuss what your child is reading and find out what he has learned. Interacting with your child about what he is reading will improve the child's ability to "read between the lines" and make connections between reading and personal experiences.

Your child can 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.

- Answer questions or solve problems efficiently using informational resources wisely.
- Locate credible, trustworthy, informational text in print and digital formats.
- Know strategies to locate answers to questions and solve problems.



HELP AT HOME

- Use technology to build your child's interest in reading. Look for websites where he can read books or articles online. The computer can also help with words your child cannot read or understand independently, as he can use an online dictionary or thesaurus for help.

Begin teaching your child to use search engines (e.g., Google) to seek out information he needs. Public libraries have computers available for students to access these sites if a computer is not accessible at home.

Your child can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

- Know that authors include details in the form of reason and evidence, which support and bring validity to particular points in an informational text.
- Identify which evidence supports which points.
- Evaluate and explain the connection between reasons and particular points in a text.

HELP AT HOME

- Listen with your child to a TV reporter, motivational speaker, or political candidate. Review the speaker's main points with your child and ask whether the speaker was trying to convince the audience of something or not. How was the speaker attempting to do so (what kinds of words, details, etc. did he or she use)?

AUTHOR'S PURPOSE

Author's purpose refers to why the author is writing about this topic. Authors write with one or more of the following purpose goals:

TO ENTERTAIN
Written to entertain or amuse readers (e.g., stories, dramas, poems, songs).

TO INFORM
Written to provide the reader with information on a topic (e.g., essays, articles, instructions, encyclopedias).

TO PERSUADE
Written to compel readers to take action or convince them of something (e.g., advertisements, campaign speeches, persuasive letters).

Your child knows and applies grade-level phonics and word analysis skills in decoding words.

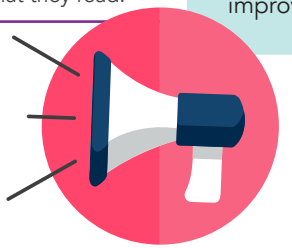
- Know all letter-sound correspondences.
- Understands syllabication patterns.
- Understands root words, prefixes, and suffixes.

VOCABULARY

FLUENCY is the ability to read with speed, accuracy, and proper expression; fluency is necessary for students to be able to understand what they read.

HELP AT HOME

- Encourage your child to read aloud to younger siblings, neighbors, or cousins. This gives him practice reading unfamiliar words in context.
- Read to your child when possible. This helps him understand how written text should sound when read aloud, which improves fluency.



Your child can read with sufficient accuracy and fluency to support comprehension.

- Reads grade level text with purpose and understanding.
- Reads grade level poetry orally with accuracy, proper rate, and expression.
- Use context to confirm or self-correct word recognition and understanding and reread text as necessary.

HELP AT HOME

- Make sure your child is independently reading text on a level that is comfortable for him to succeed. This will allow your child to focus on a predictable vocabulary and clear rhythmic pattern to "hear" what the text is supposed to sound like. More challenging texts should be read with the help of a parent or teacher.
- Establish a daily reading time and note what kinds of reading materials your child likes, then look for additional titles that would encourage your child to read more.

