



# An At-Home Guide for Families

5th Grade English Language Arts in North Carolina Public Schools

## Course Outline

### **At the end of the course, my child will know...**

- How to identify and use details and examples in the text when explaining what the text says.
- How to use details and examples from a text with the reader's personal background knowledge to explain inferences drawn from the text.
- How to determine a theme of a story from details in the text, including how characters in a story respond to challenges; summarize the text.
- How to compare and contrast two or more characters, settings and events in a story, drawing on specific details in the text.
- How to explain how chapters provide the overall structure of a particular story
- How to use context clues to determine the meaning of words and phrases in a text , recognizing specific word choices that contribute to meaning and tone.
- How to use multiple strategies to determine and/or clarify the meaning of unknown and multiple-meaning words and phrases.
- How to demonstrate understanding of figurative language and nuances in word meanings.
- How to explain the connection or relationship between different people, events, or ideas in a text.
- How to analyze the parts of the word.
- How to Identify and explain details supporting the theme of a poem.
- How to explain how a series of stanzas create the structure of a poem.
- How to understand how the message of a poem spans across stanzas or verses.
- How to describe the structure of an informational text
- How to compare and contrast the structures of multiple texts
- How to take notes on a topic from multiple print or digital sources on a topic.
- How to cite texts used when researching a topic






- How to understand that dramas are composed of scenes, cast of characters, setting and a narrator.
- How to use details from the drama to describe characters, events, and settings in a drama.
- How to use details from the text to compare and contrast the feelings, behaviors and motivations of characters in a drama.
- How to use details when describing the interactions between the characters in a drama.
- How to understand how a narrator’s point of view influences the structure of a drama


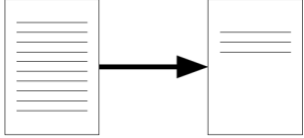


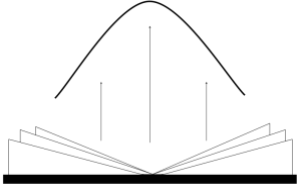


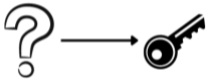
**Curious what the specific standards are for 5th Grade English Language Arts in North Carolina?**

Check out the [North Carolina Standard Course of Study](#) to learn more. Looking for additional explanations about what students should be able to do at the end of this course? Check out [NC DPI’s unpacked contents document](#) aligned to the course standards.







## Key Vocabulary

Visual	Term	Definition
	<b>Explicit</b>	Information that is clearly stated in the text. You can put your finger on the words.
	<b>Inference</b>	What you read plus what’s in your head to make a conclusion.
	<b>Conflict</b>	The main problem of the story.





Visual	Term	Definition
	<b>Theme</b>	The theme is the message the writer wants to share with the reader. It is usually an understanding about life or human nature.
	<b>Summary</b>	A summary of a text is <b>a brief retelling of it</b> . When SUMMARIZING, include only the main idea and the most important key ideas and details.
	<b>Compare</b>	Highlighting the ways in which two or more objects, people, etc. are alike or similar.
	<b>Contrast</b>	Highlighting the ways in which two or more objects, people, etc. are unique or different.
	<b>Story Plot</b>	Sequence of events in a story.
	<b>Chronological</b>	Events in the order they happened in the story.
	<b>Cause and effect</b>	One event caused another event to happen.
	<b>Problem and solution</b>	A conflict arises and then it is solved

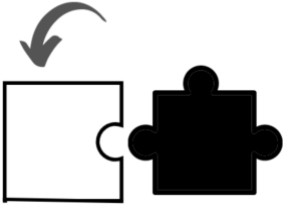

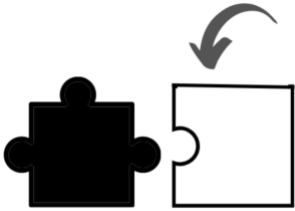





Visual	Term	Definition
	<b>Context Clues</b>	Hints that are found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words and/or phrases.
	<b>Tone</b>	The attitude the speaker or narrator treats the subject
	<b>Mood</b>	The feeling an author is trying to create in the mind of the reader.
	<b>Literal language</b>	ordinary, exact, or primary meaning of a word or words; if you look out the window and see that it is raining, rain is falling from the sky.
	<b>Figurative language</b>	Words not meant to be interpreted in a literal way; <i>"It's raining cats and dogs"</i> is a figurative expression that means that it is raining very hard and not that animals are falling from the clouds.
<p>busy <b>as</b> a bee</p> 	<b>Simile</b>	a figure of speech in which two different things are compared by using the words "like" or "as."










Visual	Term	Definition
	<b>Metaphor</b>	A phrase that describes something by comparing it to some other thing. <i>"Her words are pearls" is a metaphor.</i>
<p>Hang in there!</p> 	<b>Idiom</b>	a phrase that cannot be understood by understanding the meanings of each of its words. The phrase "fall out," meaning "have a disagreement," is an idiom.
	<b>Adage</b>	An old familiar saying that shows the wisdom of a group of people
	<b>Proverb</b>	A short, often-used saying that expresses something wise or true. "A bird in the hand is worth two in the bush" is an example of a proverb.
	<b>Main Idea</b>	A central topic of a text that is supported by other ideas in the text; a main idea is a big idea the author wants you to know after reading a text.
	<b>Key Detail</b>	A specific and important part of the text that provides information, support, and elaboration about the main idea.





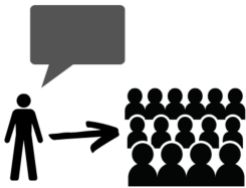



Visual	Term	Definition
	<b>Prefix</b>	A group of letters added to the beginning of a root word that changes its meaning.
	<b>Root Word</b>	The main part of the word that carries the meaning.
	<b>Suffix</b>	A group of letters added to the end of a root word that changes its meaning.
	<b>Poetry</b>	A literary work, generally composed in verse and using figurative language, typically composed using a set structure
	<b>stanza</b>	Two or more lines in a poem grouped together for meaning
	<b>line</b>	A group of words in a row that ends for meaning



Visual	Term	Definition
	<b>rhythm</b>	The beat or flow of a poem.
	<b>Point of View</b>	A person's general attitude towards a topic or idea
	<b>credible</b>	A source that is unbiased and has evidence
	<b>source</b>	Place where you gain information for writing
	<b>bias</b>	A judgment based on personal views or preference
	<b>plagiarize</b>	To copy someone else's work exactly without giving them credit.
	<b>scene</b>	A small part of a play in which the setting does not change.



Visual	Term	Definition
	<b>act</b>	A large section of a play, much like a chapter in a book. An act can be made up of several scenes.
	<b>playwright</b>	The author of a play.
	<b>cast</b>	All the characters in the play.
	<b>stage direction</b>	Notes from the playwright that gives information to the actors about the characters' emotions, actions and offers information about props and how to set the stage.
	<b>aside</b>	When a character speaks directly to the audience.
	<b>script</b>	Piece of writing written to be performed.





## Learning in Action: Grade Level Skills

### Examples of Grade Level Skills

#### Grade level example of identifying a main idea of a text and using supporting details to support the claim.

The main idea of Uncle Ben’s Letter is that Uncle Ben is looking forward to showing Sam around Washington D.C. I know this because in the letter he sent a flyer about all of the places they would be visiting and he was giving lots of background information about different things that they would be seeing and learning about.

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#### Grade level example of cause and effect multiple choice.

Floods are storms that have massive force and unpredictability which can cause tremendous damage. Floods can ruin houses, roads, and buildings. They can also destroy trees and sometimes can cause mudslides. When it causes mudslides it can leave sand, mud, and debris behind. Floods can leave behind devastation that can take months to clear.

What is the effect?

- A. Floods can be devastating
  - B. Floods are unpredictable
  - C. Floods can happen without warning
  - D. Floods cause a lot of damage
- 

#### Grade level example of figurative language.

“The stars were like diamonds” is what type of figurative language?

- A. Metaphor
  - B. Simile
  - C. Idiom
  - D. Personification
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#### Grade level example of using context clues.

Expansion of our backyard fence means that our yard will be bigger for the kids to play in.

1. What is the definition of the word Expansion?
2. What clues in the sentence helped you determine the meaning of the word expansion?



## Resources

Links and online resources to allow you to support your child's learning.

- [Brainpop](#) - ELA Resources
- [Prodigy](#) - ELA game-based resource
- [NewsELA](#) - Nonfiction news articles
- [EL Education](#) - 5th grade resource

## At-Home Connections

Asking questions and having conversations is beneficial to your students' understanding of what they read or what they are observing. You can talk with your student about what they have read in class, at home, or even what they have watched on television. Asking them questions requires them to think and comprehend what they have experienced in everyday life.

- Tell me how to figure out the main idea of the story. How do you know?
- Tell me how you know the difference between figurative language and literal language?
- Tell me how we can compare and contrast [any two things].
- Tell me what the moral of the story is (use evidence from the text).
- Tell me the sequence of events in the story.
- Read the story together and talk about what you read and what questions you may have.

## Challenges to Anticipate

We as parents never want to see our children struggle, but that is a normal and important part of the learning process. When struggling occurs that just means our children are experiencing new challenges and information and it builds their knowledge. Be supportive and encouraging when they struggle and continue to encourage them to read what they are interested in for fun.

- Read often with your child and encourage them to read on their own.
- Show them that you like to read as well and do so for fun
- Allow your child to read what interests them so that they do not feel like it's not fun.
- Ask questions and have conversations about what they are reading so they are encouraged to continue reading.
- Use these "How to" statements from this document to help ask questions about what your child is reading.
- Talk with your child about real world events and answer questions your child might have about these events

## Communicating with Your Child's Teacher



Still feeling stuck? Reach out to your child's teacher to discuss what you can do further your child's learning. Some questions that might guide your discussion:

- What resources would you suggest I use to support my child?
- Where do you see my child struggling? What can we do together to help?
- What should my child practice at home?
- What collective message can we send together to help my child learn?

### **Need Technical Help?**

Reach out to your student's home school for technical assistance. Include the type of device (PC, Mac, Chromebook, etc.) and browser (Chrome, Firefox, Safari, etc.).

### **Citations**

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