

Fifth Grade Literacy Information

Fluency	By fifth grade, oral reading fluency starts to evolve into silent reading fluency. Fluency as a silent reader includes the exploration of a wide variety of reading material; learning how to read with purpose; and confidence in dealing with all forms of reading, whether it be for school or pleasure. Oral reading fluency in grade 5 focuses on rate, as well as phrasing and expression.
Writing	In writing, fifth graders write four pieces that are "published" at the end of each unit. . These pieces are all nonfiction and in the following order: personal narrative, informational (research on an Indian tribe), opinion, and memoir. Our writing is focused around content. In the personal narrative unit students are encouraged to be storytellers, not news reporters by using dialogue, details, and feelings when writing their personal narratives. The informational unit requires students to use a variety of nonfiction references to become experts on a native American tribe. Students even learn to cite where their information has been pulled from. In the opinion unit, students must have an opinion and provide evidence to support that opinion, again pulling from a variety of sources. The memoir unit is a fun unit to end our year. Students use strategies that they learned from the personal narrative such as craft and voice to tell their life story. Additionally, we study others' memoirs and have a guest speaker visit to share pointers.
Comprehension (understanding)	Comprehension in fifth grade involves both understanding fiction and informational (nonfiction) text. Fifth grade continues to build upon the learning that has taken place in previous years. While students can identify the setting and characters in a story, as well as summarize a story, students are now expected to determine the theme for a story. (What does the author want me to learn from this story?) Additionally, students will study the theme across different texts in order to compare and contrast other story lines. Students are encouraged to question their text, focus on small details that have a deeper meaning, make predictions citing evidence as to why they predicted what they did, analyze author's craft such as <i>figurative language, voice, point of view</i> , and identify characters' interactions and motives along with supporting evidence. Students need to infer as well as to synthesize information (put it all together) with longer and more difficult texts. In informational text, students need to be able to identify the main idea of the text as well as the key details that support the main idea. In addition, they need to recognize and use various nonfiction text features to help them comprehend the text (graphs, index, captions, etc.) Determining the author's point of view when reading an informational text is also important as well as comparing/contrasting texts on a same topic.
Phonics/Spelling/	In fifth grade, students study Greek and Latin roots along with common

Word Study	<p>prefixes and suffixes in order to determine the meaning of unknown words. For example, incredible (in + cred + ible) in = not, cred = to believe, ible = able to be...put this all together, incredible means not able to be believed. Additionally, students should be able to read and spell multi-syllable words that contain phonics concepts from previous years as well as non-phonetic "red words" that are taught as sight words because they don't follow typical phonetic patterns. The focus is more on vocabulary expansion and studying word meanings.</p>
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