

Questions

Questions for your child's teacher:

- ◆ How can I best help my child at home?
- ◆ Will I be contacted regarding my child's progress timely?
- ◆ How, when, and who should I contact regarding my child's progress.
- ◆ When and how often is testing and will I get the results?
- ◆ What is my child's reading level and how can I improve it?

Activities for Home

What can I do to help my child

- ◆ Have your child write or orally give directions to a younger sibling.
- ◆ Compare and contrast the similarities and differences between a fiction and nonfiction book.
- ◆ Have a home library
- ◆ Make word flash cards
- ◆ Tell and draw a story
- ◆ Request family members to purchase books or educational materials for birthdays or holiday gifts.

A Message from the CMSD

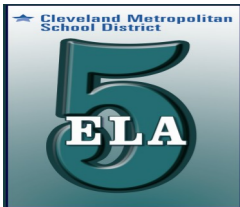
~School Parent Organization~

Dear Families,

This information was created by Cleveland Metropolitan School District families for Cleveland Metropolitan School District families. It is intended to be a tool to expand the knowledge and expectations of the Cleveland Metropolitan School District curriculum providing resources to assist and engage you in your child's education.

NOTES:





What should my fifth grader learn about ELA?

Acquisition of Vocabulary

- ◆ Use context clues and text structures to determine the meaning of new vocabulary.
- ◆ Infer word meaning through identification and analysis of analogies and other word relationships.
- ◆ Apply knowledge of connotation and denotation to learn the meanings of words.
- ◆ Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.
- ◆ Use knowledge of roots and affixes to determine the meanings of complex words.
- ◆ Use multiple resources to enhance comprehension of vocabulary.

Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- ◆ Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- ◆ Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.
- ◆ Make meaning through asking and responding to a variety of questions related to text.
- ◆ Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.

Informational, Technical and Persuasive Text

- ◆ Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
- ◆ Recognize the difference between cause and effect and fact and opinion to analyze text.
- ◆ Explain how main ideas connect to each other in a variety of sources.
- ◆ Identify arguments and persuasive techniques used in informational text.
- ◆ Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.
- ◆ Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.

Literary Text

- ◆ Describe and analyze the elements of character development.
- ◆ Analyze the importance of setting.
- ◆ Identify the elements of plot and establish a connection between an element and a future event.
- ◆ Differentiate between the points of view in narrative text.
- ◆ Demonstrate comprehension by inferring themes, patterns and symbols.
- ◆ Identify similarities and differences of various literary forms and genres.
- ◆ Explain how figurative language expresses ideas and conveys mood.

Writing Process

- ◆ Generate writing topics and establish a purpose appropriate for the audience.
- ◆ Determine audience and purpose for self-selected and assigned writing tasks.
- ◆ Clarify ideas for writing assignments by using graphics or other organizers.
- ◆ Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.
- ◆ Select more effective vocabulary when editing by using a variety of resources and reference materials.
- ◆ Edit to improve fluency, grammar and usage.
- ◆ Apply tools to judge the quality of writing.
- ◆ Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Writing Applications

- ◆ Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.
- ◆ Write responses to literature that extend beyond the summary and support judgments through references to the text.
- ◆ Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.
- ◆ Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.
- ◆ Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.

Writing Conventions

- ◆ Use correct spelling conventions.
- ◆ Use conventions of punctuation and capitalization in written work.
- ◆ Use grammatical structures to effectively communicate ideas in writing.

Research

- ◆ Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.
- ◆ Locate and summarize important information from multiple sources.
- ◆ Organize information in a systematic way.
- ◆ Acknowledge quoted and paraphrased information and document sources used.
- ◆ Communicate findings orally, visually and in writing or through multimedia.

Communications: Oral and Visual

- ◆ Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.
- ◆ Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.
- ◆ Vary language choice and use effective presentation techniques, including voice modulation and enunciation.
- ◆ Select an organizational structure appropriate to the topic, audience, setting and purpose.
- ◆ Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas.
- ◆ Give presentations using a variety of delivery methods, visual materials and technology.