

West Virginia Board of Education Content Standards Policies

The authoritative document is [WVBE Policy 2520.1A](#). The document you are reading attempts to present this in a more easily digestible fashion. It is adapted from the material starting on page 40 (the 41st page of the PDF), and was initially copied from <https://wvde.us/tree/early-learning-p-5/grade-5/english-language-arts-grade-5/>.

English Language Arts (ELA)

In fifth grade, students should be exposed to texts that fall in the **740-1010 Lexile range**; the **distribution of text types should include 50% literary and 50% informational**, and **writing types should be 30% argumentative, 35% informative, and 35% narrative**.

Standard	Implementation
<p>ELA.5.I</p> <ul style="list-style-type: none"> • <u>Read</u> with sufficient <u>accuracy</u> and <u>fluency</u> to support <u>comprehension</u>. • Read on-level text with purpose and understanding. • Read on-level prose and poetry <u>orally</u> with <u>accuracy, appropriate rate, and expression</u> on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Using texts TBD¹, engage students with:</p> <ol style="list-style-type: none"> 1) Comprehension quizzes and/or 2) group discussion. 3) Oral reading aloud of passages. 4) Quizzes evaluating student comprehension of certain words in the text. <ol style="list-style-type: none"> a) Vocabulary list as deemed appropriate. b) Combine with spelling requirement.
<p>ELA.5.II</p> <p>Know and apply grade-level <u>phonics</u> and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 	<ol style="list-style-type: none"> 5) See implementation items 1, 3, 4.
<p>ELA.5.1</p> <ul style="list-style-type: none"> • Quote accurately from a <u>literary</u> text when explaining what the text says explicitly and when drawing inferences from the text. 	<ol style="list-style-type: none"> 6) Open book group discussion, see implementation item 2. 7) Writing regarding text read. <ol style="list-style-type: none"> a) Essay and/or b) Writing a skit (which can be performed a la radio drama, also fulfilling ELA 5.1)
<p>ELA.5.2</p> <ul style="list-style-type: none"> • Determine a theme of a story, drama, or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 	<ol style="list-style-type: none"> 8) Group discussion and/or essay, see implementation items 2 and 7a.

¹ Both literary and informational texts will be needed.

<p>ELA.5.3</p> <ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact). 	<p>9) Group discussion and/or essay, see implementation items 2 and 7a.</p>
<p>ELA.5.4</p> <ul style="list-style-type: none"> Quote accurately from an <u>informational</u> text when explaining what the text says explicitly and when drawing inferences from the text. 	<p>10) Same as ELA 5.1 except relative to an <u>informational</u> text vs a <u>literary</u> text. 11) See implementation items 6 and 7.</p>
<p>ELA.5.5</p> <ul style="list-style-type: none"> Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. 	<p>12) Analogous to ELA 5.2 except relative to an <u>informational</u> text vs a <u>literary</u> text.</p>
<p>ELA.5.6</p> <ul style="list-style-type: none"> Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<p>13) Analogous to ELA 5.3 except relative to an <u>informational</u> text² vs a <u>literary</u> text.</p>
<p>ELA.5.7</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a <u>literary text</u>, including figurative language such as <u>metaphors and similes</u>. 	<p>14) Can be implemented via group discussion.</p>
<p>ELA.5.8</p> <ul style="list-style-type: none"> Explain how a series of chapters, scenes, or stanzas fits together in a <u>literary text</u> to provide the <u>overall structure</u> of a particular story, drama, or poem. 	
<p>ELA.5.9</p> <ul style="list-style-type: none"> Describe how a narrator's or speaker's <u>point of view</u> influences how events are described in a <u>literary text</u>. 	

² Informational text selected will need to accommodate implementation of ELA 5.6.

<p>ELA.5.10</p> <ul style="list-style-type: none"> Determine the meaning of general academic and <u>domain-specific words and phrases</u> in an <u>informational text</u> relevant to a grade 5 topic or subject area. 	<p>15) Use Science and/or Social Studies text.</p>
<p>ELA.5.11</p> <ul style="list-style-type: none"> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more <u>informational texts</u>. 	<p>Use essays from Breakfast On Mars.</p>
<p>ELA.5.12</p> <ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in <u>informational texts</u>. 	<p>Use Civil War accounts to tie in with Social Studies.</p>
<p>ELA.5.13</p> <ul style="list-style-type: none"> Analyze how <u>visual and multimedia elements</u> contribute to the meaning, tone, or beauty of a <u>literary text</u> (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and/or poem)³. 	<p>Can be implemented via group discussion in reference to When Stars Are Scattered.</p>
<p>ELA.5.14</p> <ul style="list-style-type: none"> <u>Compare and contrast stories in literary texts of the same genre</u> (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 	<p>Use suitable selection of 2 or 3 short fiction pieces.</p>
<p>ELA.5.15</p> <ul style="list-style-type: none"> Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 	<ul style="list-style-type: none"> How to get the most out of Google. How and when to use Dictionary.com, Thesaurus.com, Wikipedia, Youtube, allrecipes.com, Nasa.gov, weather.gov, cdc.gov, the Occupational Outlook Handbook, etc.
<p>ELA.5.16</p> <ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). 	<p>Use essays from Breakfast On Mars.</p>
<p>ELA.5.17</p> <ul style="list-style-type: none"> Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably. 	<p>Sounds like a research project. As such, it could be individual or group. Given the smaller “class size” a group project with discussion could be a good possibility.</p>

³ Literary texts selected will need to accommodate implementation of ELA 5.13.

<p>ELA.5.18</p> <ul style="list-style-type: none"> • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity range independently and proficiently. 	<p>Even some of my large flash fiction anthology represent dramas. We need to include some poetry. There are some good classics, but let's also consider works at poetryfoundation.org.</p>
<p>ELA.5.19</p> <ul style="list-style-type: none"> • By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently. 	<p>More of a metric than a requirement.</p>

Resources

[When Stars Are Scattered by Victoria Jamieson and Omar Mohamed](#) is an excellent text-rich and beautifully-illustrated graphic biography/autobiography in the style of a graphic novel.

Omar and his younger brother, Hassan, have spent most of their lives in Dadaab, a refugee camp in Kenya. Life is hard there: never enough food, achingly dull, and without access to the medical care Omar knows his nonverbal brother needs. So when Omar has the opportunity to go to school, he knows it might be a chance to change their future . . . but it would also mean leaving his brother, the only family member he has left, every day.

Heartbreak, hope, and gentle humor exist together in this graphic novel about a childhood spent waiting, and a young man who is able to create a sense of family and home in the most difficult of settings. It's an intimate, important, unforgettable look at the day-to-day life of a refugee, as told to New York Times Bestselling author/artist Victoria Jamieson by Omar Mohamed, the Somali man who lived the story.

Short Non-Fiction

[Breakfast on Mars and 37 Other Delectable Essays](#) edited by Rebecca Stern & Brad Wolfe

[Read All About It!](#) Edited by Jim Trelease

Especially “The Andy Strasberg Story”, “He Was No Bum”, “Power of the Powerless”

Short Fiction

Flash Fiction Anthologies: I have several anthologies of “flash fiction”. These ultra-short short stories provide a way for students to sample a wide variety of compelling fiction in less time that it would take to read one novel. Only a minority of the stories in each book are suitable for 5th graders, but I have already made a good first pass, marking stories of interest in the tables of contents of each book. I have already read quite a few to 5th grade classes at West Preston.

In addition I have an extensive personal library of short stories from which I can draw.

Many other books that I have read and reviewed are listed at <http://littleexplorerswv.com/read/BibliographyOfSelectedBooks.html>.

Syllabus in brief

I plan to start the semester with *When Stars Are Scattered*. This bridges the gap between literary and informational, which distinction can be discussed. I have lesson plans which break the book into 10 segments. At 4 days/week, this will occupy our first 3 weeks with two days remaining for summary. See tie-in with our implementation of Science Standard S.5.GS.8, which can be done immediately after reading the book or sometime later.

After a brief respite from reading assignments, I plan to continue with a few examples of short fiction which afford some opportunity to address some of the standards such as 5.3. This to be followed by student creative writing of a very short fiction piece, with individual assistance to help brainstorm ideas. Students will share their work, either orally or in writing, with the understanding that in a subsequent assignment they will use the alternate presentation.

Next we will read a few essays to be selected from *Breakfast On Mars*. Students will then write a short non-fiction piece and share it.

After that, we will round out the semester with a full-length work of fiction (to be determined), followed again by some short fiction and some short non-fiction.