

Archdiocese of New York Grade 5 English Language Arts Parent Matrix

This parent matrix is intended to be a tool for you as a parent to help support your child’s learning. The table below contains all of the Grade 5 English Language Arts learning standards. Learning standards describe the knowledge and skills that students should master by the end of Grade 5. Each standard has a specific code. For example, RL.5.1 stands for “Reading for Literature Grade 5 Standard 1.” You will often see these standards referenced on your child’s quizzes, worksheets, tests, etc.

You should access the recommended resources in the right hand “Resources” column electronically by clicking on the hyperlinks provided. ***However, we suggest that you also download and print this matrix.*** You will notice that the column all the way to the left is marked “Parent Notes.” You can use this column to take notes on your child’s progress. You may wish to check off each standard after you have worked on it with your child.

In English Language Arts, there are six main categories of standards. These include Reading Standards for Literature, Reading Standards for Informational Texts, Foundational Reading Skills, Writing Standards, Speaking & Listening Standards, and Language Standards. Each category is highlighted in a different color. In class, students will typically work on standards from multiple categories at one time. ***Your child’s teacher will be able to tell you which standards you should focus on with your child throughout the year.***

We hope that this parent matrix is a valuable resource for you. If you find that you would like additional practice materials to work on you can use the standard codes provided below to search for additional resources.

Reading for Literature	Reading for Informational Text	Foundational Reading Skills	Writing	Speaking and Listening	Language
These standards pertain to students’ ability to read and analyze different types of literature, such as poetry, prose, and drama.	These standards pertain to students’ ability to read and examine the claims and evidence presented in nonfiction texts such as textbooks, magazine articles, biographies, and manuals.	These standards focus on the development of basic skills such as understanding print and letter sounds that students will need to become proficient readers.	These standards pertain to students’ ability to use their expanding vocabularies and command of standard English to write organized writing pieces for a range of audiences and tasks.	These standards require students to be able to express their thoughts, feelings, and ideas clearly, adhere to conversational norms, and appropriately apply formal and informal English to different situations.	These standards focus on students’ ability to master standard English grammar, conventions, usage, capitalization, punctuation, spelling, and word relationships when writing and speaking.

READING STANDARDS FOR LITERATURE

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Literature Grade 5 Standard 1 (RL.5.1)	Students must be able to accurately quote from a text and explicitly refer to examples, etc to support their responses to a reading.	Ask your child... “Can you tell me why you think...?” “What examples, points, etc from the text support that idea?”	https://learnzillion.com/lessons/4907-inferring-character-relationships Read the fable with your child. Then watch the video lesson to practice referring explicitly to the text.
	Reading for Literature Grade 5 Standard 2 (RL.5.2)	Students must be able to explain the theme and provide a summary of a story, play, or poem.	Ask your child... “What is theme of that story, fable, etc.? How did the author make that lesson clear in the story?” “What was this story, play, etc about? Can you summarize it from beginning to end?” “How did the characters solve the main problem/challenge in this story?”	https://learnzillion.com/lessons/4578-determine-how-the-author-tells-you-the-theme-of-a-story Read the text with your child. Then watch the video to review how to identify the theme of a story.
	Reading for Literature Grade 5 Standard 3 (RL.5.3)	Students must be able to explicitly refer to specific details in a text (e.g., how characters interact) as they identify the similarities and differences between two or more characters, settings, or events in a story or drama.	Ask your child... “How are [these two characters, settings, or events] similar? How are they different?” “What examples from the text show that [these two characters, settings, or events] are similar? And different?”	https://learnzillion.com/lessons/4908-identifying-change-in-character-relationships Read the text with your child. Then watch the video to help him/her learn how to examine character interactions.
	Reading for Literature Grade 5 Standard 4 (RL.5.4)	Students must be able to figure out the meaning of unfamiliar words and phrases, including figurative language – similes and metaphors.	Ask your child . . . “What does that word mean in the sentence?”	https://learnzillion.com/lessons/4244-determine-the-meaning-of-a-word Read the text with your child and then watch the video lesson to review how to use

			<p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What do you think that word might mean based on the rest of the sentence?”</p>	context clues to determine the meanings of unknown words.
	Reading for Literature Grade 5 Standard 5 (RL.5.5)	Students must be able to describe how chapters, scenes, or stanzas fit together in the overall structure of a story, drama, or poem.	<p>Ask your child...</p> <p>“How is this text organized?”</p> <p>“What elements of the text gave you clues that this is a [drama, poem, etc]?”</p>	<p>https://learnzillion.com/lessons/4909-identifying-how-characters-respond-to-challenges</p> <p>Read the fable with your child. Then watch the video lesson with him/her to practice identifying patterns in a text.</p>
	Reading for Literature Grade 5 Standard 6 (RL.5.6)	<p>Students must be able to identify a narrator’s point of view and describe how it affects the event in the text.</p> <p>A. They should also be able to recognize the author’s point of view and explain how his/her background and culture affects his/her perspective.</p>	<p>Ask your child...</p> <p>“Who is telling the story? How do you know?”</p> <p>“Can you tell what the narrator is thinking and/or feeling? How can you tell? How do you think this is impacting the events of the story?”</p> <p>“Did you read the author’s biography at the back of the book? What do you know about him/her? How do you think this impacted the events of the story?”</p>	<p>https://learnzillion.com/lessons/4575-determine-how-the-author-influences-what-you-know-in-a-story</p> <p>Read the text with your child. Then watch the video lesson to review how the point of view of a text influences what you know.</p>
	Reading for Literature Grade 5 Standard 7 (RL.5.7)	Students must be able to examine features that are shown and/or heard and explain how these multimedia elements add to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<p>Ask your child...</p> <p>“How do the illustrations impact the mood/tone of this story?”</p> <p>“How did this video help you to understand the text better?”</p>	<p>https://learnzillion.com/lessons/4573-understand-the-setting-of-a-story</p> <p>Read the short story with your child. Then watch the video to practice analyzing visual elements to examine their effects on the setting.</p>

	Reading for Literature Grade 5 Standard 9 (RL.5.9)	Students must be able to identify the similarities and differences in the approaches to similar themes and/or topics among stories in the same genre (e.g., mysteries and adventure stories).	<p>Ask your child...</p> <p>“When you read [these books] in [this genre], what happened to the characters that is similar? What happened that is different?”</p> <p>“When you read [these books] in [this genre], what was similar/the same about the settings, events, plots, etc? And different?”</p>	<p>http://www.englishworksheetsland.com/grade5/readingliterature/9/3froglake.pdf</p> <p>Print the packet. Read the stories with your child and help him/her compare and contrast the two stories to answer the questions.</p>
	Reading for Literature Grade 5 Standard 10 (RL.5.10)	By the end of the year, students should be able to read and understand grade-level literature – including stories, dramas, and poetry – when working independently.	<p>When you help your child pick out books, make sure that the books and stories he/she is reading are on the 5th grade level. If you are not sure what reading level a particular work is, look in the front cover or ask a librarian or teacher to help you.</p> <p>Encourage your child to read independently frequently.</p> <p>Set aside a daily reading time in your household.</p> <p>Model independent reading by reading your own book while your child is reading.</p>	<p>https://learnzillion.com/lessons/1825-read-a-poem-out-loud</p> <p>Read the poem with your child. Then watch the video with him/her to practice reading poetry independently.</p>

	<p>Reading for Literature Grade 5 Standard 11 (RL.5.11)</p>	<p>Students must be able to identify, interpret, and draw connections between the different types of literature they read. They also must be able to make connections from what they read to other texts, cultural perspectives, eras, and their own lives.</p> <p>A. Students should be able to choose texts for themselves to read based on authors they recognize and enjoy.</p> <p>B. Students must be able to use given criteria to sort, select, and assess texts to make informed judgments about the quality of a piece.</p>	<p>Ask your child . . .</p> <p>“Can you connect this book to anything else you’ve read, learned about in another class, experienced in your own life, etc? What is the connection between those two things?”</p> <p>“Does . . . remind you of anything in your own life? How? Why?”</p> <p>Take your child to visit the local library and allow him/her to choose books for him-/herself. Check that he/she is choosing texts at an appropriate reading level.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-choose-book-30320.html</p> <p>Use these tips to help your child choose appropriate books to read.</p>
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READING STANDARDS FOR INFORMATIONAL TEXT

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Reading for Informational Text Grade 5 Standard 1 (RI.5.1)	Students must be able to accurately quote from a text and explicitly refer to examples, etc to support their responses to and make inferences about a reading.	Ask your child... “Can you tell me why you think...?” “What examples, points, etc from the text support that idea?”	https://learnzillion.com/lessons/5014-comprehension-skill-video-what-s-for-lunch-day-1 Read the text with your child. Then watch the video to review how to refer to key words in a text to answer questions.
	Reading for Informational Text Grade 5 Standard 2 (RI.5.2)	Students must be able to identify at least two main ideas of a text and explain how they are supported by key details. They should also be able to summarize a text.	Ask your child . . . “What is this article mainly about? Can you identify two or more main ideas?” “What are some details from the article that show that . . . is the main topic?” “In a few sentences, can you give me a summary of the key points of this text?”	https://learnzillion.com/lessons/3870-explain-how-main-ideas-are-supported-by-key-details Read the text with your child. Then watch the lesson to help him/her learn to explain how main ideas are supported by key details.
	Reading for Informational Text Grade 5 Standard 3 (RI.5.3)	Students must be able to describe the connections between historical events, scientific concepts, and/or steps of a technical procedure with references to a text to support their explanations.	Ask your child... “What happened first? What happened after that? And so on...” “Did... cause...?” “How are these events, ideas, etc connected to each other?” “What was the effect of...? Where in the text did you find information to support that idea?” Seek out historical and scientific	https://learnzillion.com/lessons/5018-comprehension-skill-video-what-s-for-lunch-day-5 Read the text with your child and then watch the video lesson together to help him/her practice connecting a main idea with details.

			<p>articles to read with your child. Consider subscribing to a kids' magazine through Scholastic, TIME for Kids, National Geographic for Kids, or another publishing company.</p>	
	Reading for Informational Text Grade 5 Standard 4 (RI.5.4)	Students must be able to use context clues to figure out the meaning of both new general academic and content-specific vocabulary (words related to grade 5 studies in science, history, etc.).	<p>Ask your child...</p> <p>"What does that word mean in the sentence?"</p> <p>"What do you think that word might mean based on the rest of the sentence?"</p>	<p>https://learnzillion.com/lessons/3868-use-a-chart-to-determine-the-meaning-of-new-words</p> <p>Read the text with your child. Then watch the video to help him/her learn how to determine the meaning of unfamiliar words.</p>
	Reading for Informational Text Grade 5 Standard 5 (RI.5.5)	Students must be able to compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p>Ask your child...</p> <p>"How is this text organized? How is [another text] similar and/or different?"</p> <p>"What features of this text helped you to find the key information?"</p> <p>"What do you think the author wants the readers to understand?"</p>	<p>https://learnzillion.com/lessons/1782-determining-author-s-purpose</p> <p>Read the article with your child. Then watch the video together to help him/her evaluate text structure.</p>
	Reading for Informational Text Grade 5 Standard 6 (RI.5.6)	Students must be able to examine what is the same and what is different about multiple perspectives of a single event or topic presented in a text and identify the point of view of each.	<p>Ask your child...</p> <p>"What is the main idea/argument of [this perspective]? What is the same/different about [a different perspective]?"</p> <p>"What do you think is similar about what the authors want you to understand? What is different?"</p> <p>"How is the information presented for each perspective?"</p>	<p>https://learnzillion.com/lessons/3707-analyze-multiple-points-of-view</p> <p>Read the text with your child. Then watch the video to practice analyzing different points of view.</p>

	Reading for Informational Text Grade 5 Standard 7 (RI.5.7)	Students must be able to efficiently gather information from multiple media sources to answer a question or solve a problem.	<p>Ask your child . . .</p> <p>“What does that map/ illustration/ diagram show you about [this topic]?”</p> <p>When reading a textbook or article with your child, stop as you encounter pictures, maps, and charts to look at them and examine their connection to what you are reading.</p>	<p>http://www.englishworksheetsland.com/grade5/readinginfo/7/3state.pdf</p> <p>http://www.englishworksheetsland.com/best/grade5/readinginfo/7/12olympic.pdf</p> <p>Print the worksheets for your child to complete.</p>
	Reading for Informational Text Grade 5 Standard 8 (RI.5.8)	Students must be able to describe how an author uses proof, examples, etc to support different points in a text.	<p>Ask your child...</p> <p>“Why does the author argue/think...?”</p> <p>“What reasons does the author give to support his/her thinking about...?”</p>	<p>https://learnzillion.com/lessons/5017-comprehension-skill-video-what-s-for-lunch-day-4</p> <p>Read the article with your child. Then watch the video lesson to review how an author uses evidence to support a claim.</p>
	Reading for Informational Text Grade 5 Standard 9 (RI.5.9)	Students must be able to apply and combine information from multiple texts about the same subject to form their own knowledgeable written or oral responses to or reports on a topic.	<p>Ask your child...</p> <p>“What is similar about these texts and the points they raise?”</p> <p>Assist your child in taking notes on a single topic from multiple texts. Ask him/her...</p> <p>“What are the most important information, main ideas, key details, etc from each text?”</p> <p>“How can you categorize/group the different facts, details, and pieces of evidence you are gathering from these texts?”</p>	<p>http://www.englishworksheetsland.com/grade5/readinginfo/9/1multiplesour.pdf</p> <p>Print this graphic organizer to help your child with his/her research using multiple sources.</p>

	<p>Reading for Informational Text Grade 5 Standard 10 (RI.5.10)</p>	<p>By the end of the year, students should be able to read and understand grade-level social studies and science textbooks and other articles in these subject areas.</p>	<p>Spend time reading social studies and science textbooks and articles with your child.</p> <p>Consider subscribing to a kids' magazine through Scholastic, TIME for Kids, National Geographic for Kids, or another publishing company.</p> <p>Encourage your child to read independently frequently.</p> <p>Set aside a daily reading time in your household.</p> <p>Model reading informational texts independently by reading newspapers and other articles while your child reads his/her textbook or another informational text.</p>	<p>https://learnzillion.com/lessons/1777-preview-a-nonfiction-article</p> <p>Read the article with your child. Then watch the video to help him/her learn how to better prepare for reading non-fiction texts.</p>
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READING STANDARDS: FOUNDATIONAL SKILLS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Foundational Reading Skills Grade 5 Standard 3 (RF.5.3)	Students must be able to use grade-appropriate strategies and their knowledge of letter sounds, syllables, root words, and affixes to make sense of unfamiliar multisyllabic words they encounter both in and out of context.	<p>Ask your child:</p> <p>“Do you see any words that have a prefix/ suffix in this sentence? What does that prefix/ suffix mean?”</p> <p>“If we were to add the suffix (-able, -ify, etc.) to that word, how would that change the meaning of the word?”</p> <p>“Does this word look like...?”</p> <p>Help your child break up multisyllabic words into syllables. Pay attention to multisyllabic words your child is struggling with when reading out loud. Stop your child from reading and help him identify the different syllables.</p> <p>Use lists of grade-level words and quiz your child on those words, particularly words that are spelled differently than they sound. Your child’s teacher should be able to provide you with these lists.</p>	<p>https://www.youtube.com/watch?v=H2Z4p0au1yk</p> <p>Watch this video with your child to further familiarize him/her with common affixes.</p> <p>http://www.fcrr.org/studentactivities/F_008c.pdf</p> <p>Print the cards to try this activity with your child to increase fluency.</p> <p>http://www.fcrr.org/studentactivities/AP_008.pdf</p> <p>Print the game board and cut out the cards to try this syllable activity with your child.</p>

	<p>Foundational Reading Skills Grade 5 Standard 4 (RF.5.4)</p>	<p>Students must be able to read with enough accuracy and fluency so that they understand what they are reading. Often, if students are struggling to pronounce words or read fluently, they do not understand what they read. A student who comprehends what he reads will:</p> <ul style="list-style-type: none"> A. read a grade-level text and understand why he/she is reading it and what it means. B. read both prose and poems out loud with accuracy, appropriate speed, and in an expressive manner. Students will be able to do this multiple times without a problem. C. use clues in the surrounding sentences to understand words they might be familiar with. This might require that students go back and reread certain parts of a text. 	<p>Practice reading prose and poetry out loud with your child. Provide your child with feedback. For example, "It seems you are reading a bit slow in this part of the poem," or, "Can you show more excitement when you read this line?"</p> <p>Allow your child to read the same book(s) to you often, so that he can see how much he is improving.</p> <p>Remind your child to reread when what he/she read does not make sense.</p> <p>Help your child look for clues to help him/her understand new words. Do not just tell him/her what the word means. Discover the meaning together.</p>	<p>A. http://www.readingrockets.org/article/reading-meaning-your-child</p> <p>Use the strategies described in this article to help your child find texts at appropriate levels and read for meaning.</p> <p>http://www.englishworksheetsland.com/grade5/readfoundation/2/3.pdf</p> <p>Print this article for your child to use for practice.</p> <p>B. http://www.fcrr.org/studentactivities/F_014c.pdf</p> <p>http://www.fcrr.org/studentactivities/F_020c.pdf</p> <p>Choose passages from familiar books, poems, etc to try these activities with your child.</p> <p>C. http://www.englishworksheetsland.com/grade5/readfoundation/4/1.pdf</p> <p>http://www.englishworksheetsland.com/best/grade5/readfoundation/4/14.pdf</p> <p>Print these reading passages. Encourage your child to read carefully and use context clues to determine the meanings of the indicated words.</p>
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WRITING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Writing Grade 5 Standard 1 (W.5.1)	<p>Students must be able to express and back up their own opinions in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the topic or text they are writing about, state their opinions on the topic, and organize their argument by linking related ideas together logically. B. In a logical order, provide reasons expanded by details and facts to support their argument. C. Use words, phrases, and clauses such as “consequently” and “specifically” to connect opinion and reasons. D. End their argument with a conclusion that ties everything together. 	<p>Encourage your child to write opinion pieces about books he/she reads or other ideas you discuss at home. Before your child writes his/her opinion piece, help him/her organize his work by brainstorming and writing down some ideas first. Ask your child to identify his/her introduction, reasons, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<p>A. https://learnzillion.com/lessons/4245-write-a-convincing-claim</p> <p>Read the text. Then watch this video with your child to help him/her construct a strong introduction to an opinion piece.</p> <p>B. https://learnzillion.com/lessons/4247-plan-logically-ordered-thoughts-with-text-support</p> <p>Watch this video with your child to review with him/her how to use reasons to support an opinion in a logical order.</p> <p>C. https://learnzillion.com/lessons/4248-link-opinions-and-reasons-with-phrases-and-clauses</p> <p>Use this video to help your child review how to link opinions and reasons in an opinion piece.</p> <p>D. https://learnzillion.com/lessons/4250-use-a-quotation-to-write-a-strong-conclusion</p> <p>Watch this video with your child to assist him/her in concluding an opinion piece.</p>

	<p>Writing Grade 5 Standard 2 (W.5.2)</p>	<p>Students must be able to clearly explain a topic and convey information in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the topic they are writing about, provide a general observation and focus, and organize the information by linking related pieces of information logically and including headings, illustrations, and multimedia as necessary for comprehension. B. Provide more detail – including facts, definitions, examples, and quotations as necessary. C. Use words such as “in contrast” and “especially” to connect facts within and across groups of information. D. Use precise language and vocabulary specific to the topic. E. End their explanation with a conclusion that ties everything together. 	<p>Encourage your child to write informative pieces about books he/she reads or other ideas you discuss at home. Before your child writes his/her informative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her topic, facts and definitions, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<ul style="list-style-type: none"> A. https://learnzillion.com/lessons/476-write-an-introduction-to-a-constructed-response Read the text. Then watch this video with your child to help him/her practice how to write a strong introduction. B. https://learnzillion.com/lessons/477-organize-ideas-and-evidence-for-responding-to-a-constructed-response Watch this video with your child to learn how to better organize evidence. C. https://learnzillion.com/lessons/479-revise-a-constructed-response-using-transition-and-wow-words Watch this video with your child to help him/her learn how to use transition words. D. http://www.englishworksheetsland.com/best/grade5/writing/8/8forsale.pdf http://www.englishworksheetsland.com/grade5/writing/8/1farmers.pdf Print these worksheets for your child to use to practice using specific language.
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				<p>E. https://learnzillion.com/lessons/478-write-a-conclusion-to-a-constructed-response</p> <p>Watch this video to help your child review how to write a strong conclusion.</p>
	<p>Writing Grade 5 Standard 3 (W.5.3)</p>	<p>Students must be able to describe a sequence of events or experiences to write a real or imagined narrative in writing. They must be able to:</p> <ul style="list-style-type: none"> A. Introduce the narrative and the narrator and/or characters and organize a natural sequence of events. B. Include dialogue, detailed descriptions, and pacing to show and describe the feelings, thoughts, and actions of the characters and to develop experiences. C. Use a variety of transitional words, phrases, and clauses to move along the sequence of events. D. Use specific and vivid words and phrases and sensory details to describe experiences and events precisely. E. End their narrative with a conclusion that ties everything together. 	<p>Encourage your child to write narrative pieces about books he/she reads or other events he/she experiences. Before your child writes his/her narrative piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Ask your child to identify his/her event/sequence of events in order, details and thoughts, and conclusions. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<p>A. https://learnzillion.com/lessons/425-4-organize-a-narrative-short-story</p> <p>Read the text. Then use this video to help your child review how to organize a narrative writing.</p> <p>B. https://learnzillion.com/lessons/425-5-draft-a-short-story-using-pacing</p> <p>Watch this video with your child to help him/her learn how to use pacing to develop a narrative.</p> <p>C. https://learnzillion.com/lessons/425-7-revise-using-transitions</p> <p>Watch this video with your child to help him/her include transition words and phrases in his/her narrative writing.</p> <p>D. http://www.englishworksheetsland.com/grade5/writing/13/3colorful.pdf</p> <p>http://www.englishworksheetsland.com/grade5/writing/13/2moods.pdf</p>

				<p>Print these worksheets for your child to use to practice using vivid language to engage readers.</p> <p>E. https://learnzillion.com/lessons/4256-conclude-a-short-story-by-choosing-the-best-of-several-possible-endings</p> <p>Together with your child, watch this video to review how to write conclusions to narratives.</p>
	<p>Writing Grade 5 Standard 4 (W.5.4)</p>	<p>Students must be able to write pieces that are clearly organized, written coherently, and focused appropriately on a given assignment as described above in standards 1-3 (e.g. opinion piece, informative text).</p> <p>A. They should also be able to create text (print or nonprint) that explores different cultures and perspectives.</p>	<p>Encourage your child to write different pieces about books he/she reads, ideas, or other events he/she experience and/or prompt him/her to produce text about other cultures and perspectives. Before your child writes his/her piece, help him/her organize his/her work by brainstorming and writing down some ideas first. Either give your child a specific assignment or ask your child to identify his/her purpose for writing – to argue a point (opinion piece), to inform (explanatory piece), or to tell a story (narrative). Refer to the specific expectations for each type – explained above in standards 1-3 – to ensure your child includes all necessary elements. If he/she did not include all of these components, help him/her edit his/her writing to include all of these components.</p>	<p>https://learnzillion.com/lessons/4251-edit-an-opinion-piece-for-logical-order</p> <p>Read the article. Then watch the video with your child to help him/her practice editing a piece of writing to meet the purpose and task of an assignment.</p>

	Writing Grade 5 Standard 5 (W.5.5)	With prompting and guidance from an adult and/or peers, students must be able to strengthen their writing by planning, revising, editing, rewriting, and/or trying a new approach.	<p>When your child writes, ask questions (<i>who, what, when where, why, how</i>) to encourage him/her to add more detail and/or clarity...</p> <p>“Can you tell me more about...?”</p> <p>“What do you mean by...?”</p> <p>Encourage your child to reread his/her written pieces to check carefully for mistakes in grammar, spelling, and/or punctuation and places where he/she can change words or sentences to strengthen the writing.</p>	<p>https://learnzillion.com/lessons/395-revise-paragraph-order-in-a-persuasive-letter</p> <p>Watch this video lesson with your child to help him/her better understand how to strengthen a piece of writing by revising the order.</p>
	Writing Grade 5 Standard 6 (W.5.6)	With some prompting and guidance from an adult, students must be able to use technology – including the internet – to write and create their own texts electronically and interact/collaborate with others. They should be able to type at least two pages in a single sitting.	<p>Help your child use a computer, iPad, etc to write and illustrate stories and texts digitally.</p> <p>Encourage your child to type his/her stories, etc into Word to practice his/her keyboarding skills.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/theme-poems-a-30871.html</p> <p>http://www.readwritethink.org/parent-afterschool-resources/games-tools/diamante-poems-a-30185.html</p> <p>Help your child use these interactive tools to write stories and poems digitally.</p> <p>http://www.abcya.com/keyboard_invasion.htm</p> <p>Use this game to help your child practice typing.</p>
	Writing Grade 5 Standard 7 (W.5.7)	Students must be able to use multiple sources to do research focused on a particular topic in detail and write about the	Visit the local library or use a computer at home to assist your child in simple research about a topic in which he/she is interested.	<p>https://learnzillion.com/lessons/1204-generate-research-questions</p> <p>https://learnzillion.com/lessons/1261-</p>

		information they learn.	Help him/her to formulate a research question about the topic around which to focus his/her research. Encourage your child to write about what he/she learned.	simplify-research-notes Read the articles and watch the video lessons with your child to help him/her practice planning research and simplifying notes.
	Writing Grade 5 Standard 8 (W.5.8)	Students must be able to choose and apply related information from their own experiences and/or learned from both print and digital sources to answer questions. They should be able to take paraphrased notes on the information they gather from different sources, organize these notes, and keep a list of the sources they use.	When your child demonstrates curiosity about a topic, help him/her find books and online sources related to the topic that can answer his/her questions. Before beginning the research, work together to brainstorm a few categories of information into which your child can sort the information he/she finds. Encourage him/her to write about what he/she learned and list the sources used.	http://www.englishworksheetsland.com/best/grade5/writing/19/6fishing.pdf Print this graphic organizer for your child to use to take notes and record his/her sources while researching a topic. http://www.englishworksheetsland.com/best/grade5/writing/19/8paraph.pdf Print this worksheet as a guide for your child to help him/her practice paraphrasing a passage.
	Writing Grade 5 Standard 9 (W.5.9)	Students must be able to use grade-appropriate strategies for reading literacy and informational texts as they conduct research and write responses to texts. Specifically, they should be able to... A. (Literary Texts) make specific references to the text when answering questions, comparing and contrasting two or more characters, settings, or events in a story or drama, examining a theme, and/or describing the point of view of the narrator. B. (Informational Texts) draw information from various features of texts (e.g. text,	As you assist your child in conducting researching and preparing to write, ask him/her... “What is the lesson that you learned from or theme of that story, poem, etc.?” “How did the author make that lesson clear in the story?” “Where does the story take place? What does that place look, feel, sound, etc like?” “What is similar about these two texts and the points they raise?” Assist your child in taking notes on a single topic from multiple texts. Ask him/her...	A. http://www.englishworksheetsland.com/grade5/writing/20/4compare.pdf http://www.englishworksheetsland.com/best/grade5/writing/20/10storyevent.pdf Print these graphic organizers for your child to use to analyze events, settings, and characters when answering questions and/r comparing and contrasting two elements of a text. B. https://learnzillion.com/lessons/4223-find-evidence-to-counter-objections-to-your-opinion Read the article with your child. Then watch this video together to

		<p>diagrams) to summarize the text, to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s], to explain the connections between two or more individuals, events, or ideas, and to analyze multiple accounts.</p> <p>(Refer to <i>Grade 5 Reading Standards</i> – listed above – for further detail about the expectations for literary and informational texts.)</p>	<p>“What are the most important information, main ideas, key details, etc from each text?”</p>	<p>help him/her practice finding evidence to support or refute an argument.</p>
	<p>Writing Grade 5 Standard 10 (W.5.10)</p>	<p>Students must be able to regularly write for both extended (multiple occasions focused on same topic and piece) and shorter periods of time for a variety of purposes and audiences.</p>	<p>Provide your child with ample opportunities to engage in writing projects that range across a wide variety of purposes and audiences. Write short letters/notes to mail to friends and relatives, create longer and shorter narrative stories to share with younger siblings, and engage in longer-term research projects.</p> <p>Sit with your child and write your own letters, stories, etc to model focused behavior while you are working.</p> <p>Engage in research and writing projects with your child that extend over a period of multiple days and/or weeks. Help your child choose a topic together, conduct research in books and online, and write about what he/she learned.</p>	<p>https://learnzillion.com/lessons/898-identify-what-a-writing-prompt-is-asking-using-key-words</p> <p>Read the text with your child. Then watch the video lesson together to help him/her review how to break down a writing prompt in order to figure out what to write.</p>

	<p>Writing Grade 5 Standard 11 (W.5.11)</p>	<p>Students must be able to creatively communicate their personal reactions to or feelings about an author or topic they have read about through a poem, story, play, artwork, etc.</p> <p>A. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p>	<p>Talk with your child about what he/she is studying in school. Then help him/her to use pencils, a computer, markers, paint, etc to write and/or draw a response to the author or theme. Give your child an opportunity to present his/her creation to your family, neighbors, etc.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/make-mystery-puzzle-30146.html?main-tab=2#tabs</p> <p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/poetic-memories-summer-30862.html?main-tab=2#tabs</p> <p>Help your child use this creative tools and ideas to respond to a text, author, and/or topic he/she has read.</p>
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SPEAKING AND LISTENING STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Speaking and Listening Grade 5 Standard 1 (SL.5.1)	<p>Students must be able to respectfully engage in one-on-one and group conversations with a diverse group of individuals about age-appropriate topics and texts. Specifically, they should be able to...</p> <p>A. be ready to discuss and share thoughts and/or questions about assigned materials with specific references to required reading and other information (e.g. read an assigned text and be able to have a discussion with classmates about their opinions and questions with explicit mention of information and words from the text).</p> <p>B. follow appropriate conversational norms – waiting for a turn to speak, appropriately taking a turn, staying on topic etc – and carry out assigned rules – participant, leader, observer, etc.</p> <p>C. ask and respond to specific questions to participate and elaborate on others' remarks during a group</p>	<p>A. Choose books, articles, or other texts for you and your child to both read independently. Then engage in explicit conversations about what you have read. Encourage your child to refer explicitly to the texts and anything else he/she knows about that topic during your conversations (e.g. <i>"On page 14, he says..."</i> <i>"I saw a TV episode about this that said..."</i>).</p> <p>B. Engage in a variety of conversations – one-on-one in the car, whole group over the dinner table, etc – with your child. Model how to listen respectfully – looking at the speaker and not interrupting – and how to stay focused on the topic of conversation. Encourage your child to do the same.</p> <p>C. When speaking with your child, ask for clarification when necessary and encourage him/her to do the same. Ask... "Can you explain what you mean by that?"</p>	<p>A. http://www.readwritethink.org/parent-afterschool-resources/activities-projects/start-your-book-club-30289.html?main-tab=2#tabs</p> <p>Gather a small group of family members and/or friends and try this activity.</p> <p>B. http://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler</p> <p>Refer to this list of tips and strategies to help guide your child in adhering to conversational norms.</p> <p>C. http://www.edutopia.org/blog/five-powerful-questions-teachers-ask-students-rebecca-alber</p> <p>Use this list as a guide for asking your child questions that will prompt him/her to engage in a discussion.</p> <p>D. http://www.readwritethink.org/parent-afterschool-resources/activities-projects/creating-family-timelines-30287.html?main-tab=2#tabs</p>

		<p>discussion.</p> <p>D. refer to and incorporate information and knowledge gained from a discussion in order to review key ideas and draw conclusions.</p> <p>E. respectfully try to communicate with people from different cultural backgrounds.</p> <p>F. engage in problem solving – use personal experiences and knowledge of language, logic, and culture to think analytically, address problems creatively, and advocate persuasively.</p>	<p>“Do you understand what I am talking about?” Build off your child’s remarks with specific comments to continue the conversation. Model the use of sentence starters such as... “I agree with...because...” “I also think...is a good idea, because...”</p> <p>D. Ask your child to draw conclusions from your conversations and prompt him/her to use knowledge gained from the discussion. Ask your child... “Do you agree with...? Why or why not?” “What did you think of...? Can you give an example or reason for that?”</p> <p>E. Model respectful communication when you and your child encounter individuals from different cultural backgrounds. Encourage interest by helping your child find books to read about different cultures.</p> <p>F. Encourage your child to engage in problem solving. As appropriate, talk through basic problems with your child without simply giving him/her a solution. Allow your child to draw conclusions, try to persuade you, and think</p>	<p>Help your child practice using conversational skills as he/she interviews family members.</p> <p>E. http://www.childrenslibrary.org/icdl/SimpleSearchCategory?ids=86&langid=11&pnum=1&cnum=1&text=&lang=English&ilang=English</p> <p>Choose from a wide selection of online books about a variety of cultures. Read with your child to prompt respectful curiosity and understanding about life in other parts of the world.</p> <p>F. http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html</p> <p>Use this list of strategies to encourage higher order thinking and prompt your child to think of creative solutions to problems.</p>
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			creatively (e.g. He/she wants to watch a TV show that comes on past his/her bedtime. Engage in a conversation about how to solve that problem, advocate for each of your points, and form a compromise.)	
	Speaking and Listening Grade 5 Standard 2 (SL.5.2)	Students must be able to summarize a written text read aloud or information presented in multiple formats – including visually (e.g. poster or billboard), quantitatively (e.g. chart or table), and/or orally (e.g. read aloud or said over the radio).	<p>After watching a movie/TV show, listening to the radio, observing a billboard, etc, talk with your child about what information you learned. Ask questions to check for understanding...</p> <p>“What is the lesson/main idea that you learned from that [show, poster, etc]?”</p> <p>“How did the [writers, speaker, artist, etc] make that lesson clear?”</p> <p>“Can you summarize what you learned/heard?”</p>	<p>https://www.mheonline.com/ccssehandbook/grade5/pdf/ccslh_g5_sl_5_1b_link1_2.pdf</p> <p>https://www.mheonline.com/ccssehandbook/grade5/pdf/ccslh_g5_sl_5_1b_link1_3.pdf</p> <p>Print these worksheets to try these summarizing activities with your child.</p>
	Speaking and Listening Grade 5 Standard 3 (SL.5.3)	While and after listening to information present orally, students must be able to summarize the main points and explain the supporting reasons and evidence that the speaker provided for each claim.	<p>After listening to the radio, hearing a speech/sermon, etc with your child, ask him/her...</p> <p>“Can you summarize what you learned/heard?”</p> <p>“What was the main idea/theme?”</p> <p>“What reasons and evidence did the speaker provide to support that idea?”</p>	<p>https://www.mheonline.com/ccssehandbook/grade5/pdf/ccslh_g5_sl_5_1b_link2_2.pdf</p> <p>Print this page to use as a guide for trying this activity with your child. You can repeat the activity using a variety of topics.</p>
	Speaking and Listening Grade 5	Students must be able to speak loudly, clearly, and at a appropriate pace to present a report on a	Prompt your child to tell stories about his/her experiences and prompt him/her to add details,	https://learnzillion.com/lessons/1613-deliver-a-persuasive-speech-to-an-audience

	Standard 4 (SL.5.4)	topic/text and/or a personal opinion in an organized and coherent manner with relevant details, facts, and descriptions	<p>speak up, and/or alter the pace as necessary. Ask your child...</p> <p>“What did you learn on your field trip to the museum?”</p> <p>“Will you please tell me a bit more about that?”</p> <p>“What do you think of...? Why?”</p> <p>“Do you agree with...? Why?”</p> <p>As necessary, prompt your child to slow down, speak up, etc.</p> <p>Use the “Wh-“ question words to encourage him/her to add details.</p>	Read the article with your child. Then watch the video to help him/her prepare to present a persuasive speech.
	Speaking and Listening Grade 5 Standard 5 (SL.5.5)	Students must be able to incorporate audio recordings and visual displays into presentations as appropriate to enhance the development of main ideas or themes.	<p>Use digital media tools (iPad, computer, etc) to record your child reading or telling a story. Listen to the recording together and talk about clarity, speed, expression, etc.</p> <p>Supply your child with art supplies so that he/she can illustrate the subject he/she is writing or talking about. Ask your child...</p> <p>“Can you show me what that looked like?”</p> <p>“Will you please draw a diagram to show me how that works?”</p>	<p>https://www.mheonline.com/ccssehandbook/grade5/ccslh_g5_sl_5_2_1a_1_2.html</p> <p>Refer to this list of tips and strategies to help your child prepare for presentations.</p>

	<p>Speaking and Listening Grade 5 Standard 6 (SL.5.6)</p>	<p>Students must be able to recognize the differences between formal (e.g., presenting ideas) and informal (e.g., small-group discussion) English and adapt their speech based on the context of a situation and the purpose of the conversation/assignment. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>	<p>Help your child find opportunities to engage in a variety of speaking situations – speaking formally to his/her principal, priest, etc and talking more informally with small groups of friends, siblings, etc – to allow him/her to practice distinguishing and alternating between contexts.</p>	<p>http://www.readwritethink.org/parent-afterschool-resources/activities-projects/convince-30648.html?main-tab=2#tabs</p> <p>Try this activity with your child to help familiarize him/her with organizing and presenting information aloud in a clear and appropriate way.</p>
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LANGUAGE STANDARDS

Parent Notes	Standard Code	What does this standard mean?	What can I do at home?	Resources
	Language Skills Grade 5 Standard 1 (L.5.1)	<p>Students must be able to use standard English grammar when speaking and writing. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. explain the function of conjunctions (e.g. <i>and, but</i>), prepositions (e.g. <i>with, through</i>), and interjections (e.g. <i>Ouch!</i> <i>That hurt!</i>) both in general and in specific sentences. B. form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>). C. use verb tenses to accurately communicate various times, sequences, states, and conditions. D. recognize and correct inappropriate shifts in verb tenses (e.g. <i>This morning, she cooked eggs, and they taste good</i>). E. use correlative conjunctions (e.g. <i>either/or, neither/nor</i>). 	<p>Speak with your child in more complex sentences with conjunctions, prepositions, interjections, various verb tenses, and correlative conjunctions to model this behavior (e.g. “Wow! By tonight I will have hiked ten miles through the woods, so I will be exhausted.”).</p> <p>As necessary, offer your child immediate feedback on his/her grammar and language usage in writing and speaking. Explain mistakes and offer concrete praise for accuracy. Help guide your child to recognize errors on his/her own (e.g. “<i>I am going to read this sentence aloud. Listen carefully – especially to the verbs – and tell me if you hear something you think should be changed.</i>”).</p>	<p>A. Conjunctions http://www.englishworksheetsland.com/grade5/language/1conjunctions/5combinesent.pdf</p> <p>Prepositions http://www.englishworksheetsland.com/best/grade5/language/3prepositions/7scarecrow.pdf</p> <p>Interjections http://www.englishworksheetsland.com/best/grade5/language/1inter/6board.pdf</p> <p>Print these worksheets. Then encourage your child to use the to practice incorporating these parts of speech into his/her work.</p> <p>B. https://learnzillion.com/lessons/4664-use-past-perfect-verbs</p> <p>Print the practice sheet for your child to complete as he/she watches the video.</p> <p>C. https://learnzillion.com/lessons/4667-use-different-tenses-in-narrative-text-and-dialogue</p> <p>Print the practice sheet. Then prompt your child to complete the activities as he/she watches the video lesson.</p>

				<p>D. https://learnzillion.com/lessons/4665-use-consistent-verb-tense</p> <p>Print the practice sheet. Encourage your child to complete it as you watch the video together.</p> <p>E. https://www.youtube.com/watch?v=uqBapRUdRFU</p> <p>Watch this video with your child to review correlative conjunctions.</p> <p>http://www.englishworksheetsland.com/grade5/language/7conjunctions/2pairs.pdf</p> <p>Print this worksheet for you child to use for practice.</p>
	Language Skills Grade 5 Standard 2 (L.5.2)	<p>Students must be able to use standard English capitalization, punctuation, and spelling rules when writing. Specifically, they should be able to...</p> <p>A. use punctuation to separate items in a series (commas, semicolons).</p> <p>B. use commas to separate an introductory element from the rest of a sentence (e.g. <i>On the beach, you need to wear sunscreen</i>).</p> <p>C. use a comma to set off the words <i>yes</i> and <i>no</i> (e.g. <i>Yes, I want to go.</i>), to set off a tag question from the rest of a</p>	<p>As necessary, offer your child immediate feedback on his/her usage of capitalization, punctuation, and spelling in his/her writing. Explain mistakes and offer concrete praise for accuracy (e.g. <i>"Listen while I read this sentence aloud. 'Yes I like to play that game.' Did you hear the natural pause? That's often where a comma goes. Where would you add a comma?"</i>).</p> <p>When your child needs help spelling a word, do not simply tell him/her. Encourage him/her to try to spell it phonetically and then check a reference material to</p>	<p>A. http://www.englishworksheetsland.com/best/grade5/language/8punctuation/11listing.pdf</p> <p>http://www.k12reader.com/worksheet/using-semicolons-in-a-series/view/</p> <p>Print these pages. Then help your child to complete them to practice using punctuation for items in a series.</p> <p>B. http://www.k12reader.com/worksheet/commas-and-introductory-elements-clauses/view/</p>

		<p>sentence (e.g. <i>It's true, isn't it?</i>), and to indicate direct address (e.g. <i>Is that you, Dad?</i>).</p> <p>D. use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. use their knowledge of spelling rules to spell 5th grade level words and use available resources (e.g. dictionaries) as necessary.</p>	confirm.	<p>Print this worksheet for your child to complete for review.</p> <p>C. http://www.k12reader.com/worksheet/commas-and-direct-address/view/</p> <p>http://www.k12reader.com/worksheet/commas-question-marks-and-tag-questions/view/</p> <p>Print these worksheets. Then encourage your child to complete them to practice using commas.</p> <p>D. http://www.k12reader.com/worksheet/italics-and-underlining-for-titles/view/</p> <p>http://www.k12reader.com/worksheet/title-of-works-quotation-marks-vs-italics-or-underlining/view/</p> <p>Encourage your child to complete these worksheets to practice writing titles correctly.</p> <p>E. http://www.k12reader.com/worksheet/correct-the-spelling/view/</p> <p>Print this worksheet. Prompt your child to use it to practice spelling 5th grade level words.</p>
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	Language Skills Grade 5 Standard 3 (L.5.3)	<p>Students must be able to understand how language and words are used in context. Specifically, they must be able to...</p> <ul style="list-style-type: none"> A. expand, combine, and reduce sentences for meaning, reader/listener interest, and style. B. compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, and/or poems. 	<p>Ask your child...</p> <p>“How is the language used in this [poem, drama, etc] different from the language of this text?”</p> <p>Encourage your child to write short letters, notes, etc about the same topic to two different audiences (e.g. write a letter about a recent vacation to a teacher and to a younger cousin). Discuss the differences in language used, style, etc (e.g. use of formal versus informal English and emphasis of particular topics based on reader interest).</p>	<p>A. https://learnzillion.com/lessons/5055-show-don-t-tell</p> <p>Print the student practice sheet. Then prompt your child to complete the activity while he/she watches the video.</p> <p>B. http://www.englishworksheetsland.com/best/grade5/language/14dialects/15registers.pdf</p> <p>http://www.englishworksheetsland.com/best/grade5/language/14dialects/8identify.pdf</p> <p>Print these worksheets for your child to use as practice identifying and comparing varieties of English.</p>
	Language Skills Grade 5 Standard 4 (L.5.4)	<p>Students must be able to deduce the meaning of unfamiliar or multiple-meaning words using a variety of strategies from fifth grade level content. Specifically, they should be able to...</p> <ul style="list-style-type: none"> A. use the context of a passage (e.g. cause/effect, comparisons in text) to figure out the meaning of an unfamiliar word or phrase. B. figure out the meaning of a word based on the use of common, grade-appropriate affixes and roots (e.g. photograph, photosynthesis). C. use available resources (e.g. 	<p>When your child needs help determining the meaning and/or pronunciation of an unfamiliar word, do not simply tell him/her. Ask him/her...</p> <p>“What does that word mean in the sentence?”</p> <p>“Do you think that is exactly what that word/ phrase means, or do you think the author might be trying to say something else?”</p> <p>“What do you think that word might mean based on the rest of the paragraph?”</p> <p>If necessary provide him/her with a children’s dictionary and/or other</p>	<p>A. https://learnzillion.com/lessons/4721-comprehension-skill-video-benjamin-franklin-inventor-printer-writer-day-3</p> <p>Read the text with your child. Then watch the video lesson to review how to use context to figure out the meaning of an unfamiliar word.</p> <p>B. http://www.englishworksheetsland.com/best/grade5/language/16affixes/7meaning.pdf</p> <p>http://www.englishworksheetsland.com/best/grade5/language/16affixes/12root.pdf</p> <p>Print the practice sheets for your child to use for reviewing root words</p>

		<p>dictionaries, glossaries, thesauruses – both print and online) to determine the pronunciation and/or precise meaning of unfamiliar words and/or phrases.</p>	<p>resources to clarify or confirm the precise definition and/or pronunciation.</p>	<p>with common affixes.</p> <p>C. http://www.englishworksheetsland.com/grade5/language/17meaning/3dictionary.pdf</p> <p>http://www.englishworksheetsland.com/best/grade5/language/17meaning/13dueling.pdf</p> <p>http://www.wordcentral.com/</p> <p>Print the activity sheets. Use the online children’s dictionary to help your child complete them.</p>
	<p>Language Skills Grade 5 Standard 5 (L.5.5)</p>	<p>Students must be able to recognize and understand figurative language, relationships between words and meanings, and nuances in meanings. Specifically, they should be able to...</p> <p>A. interpret figurative language – including similes (e.g. <i>as sharp as a tack</i>) and metaphors (e.g. <i>giant’s steps were thunder from above</i>) – in context.</p> <p>B. identify and define common idioms (e.g. <i>having cold feet</i>), adages, and proverbs (e.g. <i>practice makes perfect</i>).</p> <p>C. understand relationships between particular words (e.g. synonyms – words of similar meaning, antonyms – opposites, homographs – words with the same</p>	<p>Introduce new words and phrases in context when talking to your child. Incorporate nonliteral meanings of words and phrases (e.g. <i>“Your skin is ice after being outside without your coat!”</i>) and explain the alternate meanings to your child.</p> <p>When reading with your child, intentionally point out the use of language nuances. Ask your child...</p> <p>“Who do you think the speaker is talking to when he/she says...? Why?”</p> <p>“How do you know which meaning of [this homograph] the author intended to use?”</p>	<p>A. https://learnzillion.com/lessons/511-add-similes-to-narrative-writing</p> <p>Watch this video lesson with your child to teach him/her how to incorporate similes into his/her writing.</p> <p>B. https://www.youtube.com/watch?v=YPngxOnjKPO</p> <p>Watch this video with your child to further familiarize them with common idioms and their meanings.</p> <p>https://learnzillion.com/lessonsets/161-read-and-understand-idioms</p> <p>Read the text with your child. Then watch the video lessons to review common idioms.</p> <p>C. http://www.k12reader.com/worksheet/antonym-animals/view/</p>

		spelling but different meanings).		http://www.k12reader.com/worksheet/choose-the-homograph/view/ Print these activity sheets for your child to use for review.
	Language Skills Grade 5 Standard 6 (L.5.6)	Students must be able to learn (from reading, speaking with others, etc) and use new vocabulary words and phrases – both general terms that appear across academic subjects and vocabulary specific to particular topics studied, including words that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Prompt your child to use new vocabulary when he/she speaks or writes. Ask him/her... “Do you remember another word that means...?” “How do you feel when...?” Encourage your child to use precise language when he/she speaks (e.g. “ <i>The boy told his dad that he was bored</i> ” versus “ <i>The boy whined to his dad that he was bored</i> ”).	http://www.englishworksheetsland.com/grade5/language/21vocabulary/8precise.pdf http://www.englishworksheetsland.com/best/grade5/language/21vocabulary/13signal.pdf Print these activity sheets for your child to use to practice learning new words and integrating them into his/her vocabulary.