

RIGOROUS CURRICULUM DIALOGUE



FIFTH GRADE

ELA

UNIT 3

UNIT STANDARDS



Students will learn how to:

- Explain how a narrator's point of view influences how events are described.
- Analyze multiple accounts of the same events noting important similarities and differences.
- Explain how an author uses reasons and evidence to support points in a text and identify which reasons support which points.
- Write an opinion piece which supports a point of view with reasons and evidence.
- Use commas correctly in writing for a variety of reasons.

WHAT STUDENTS ARE EXPECTED TO KNOW



- Read, comprehend, and analyze literary texts at the 5th grade level while identifying and explaining how the narrator's point of view (who is telling the story) affects how the story is told
- Explain how authors support their points with reasons and evidence and with multiple accounts of the same event or topic
- Write opinion pieces that state an opinion and provide reasons and evidence to support that opinion
- Use commas correctly in all types of writing

WORDS TO KNOW

Narrator
Speaker
Point of view
Multiple sources
Reason
Evidence
Point
Opinion piece
Writer's purpose
Comma



STRATEGY



Help your child compare multiple accounts of the same event by comparing televised information to newsprint, magazines, and websites about a single topic and noting the differences in presentation among formats.

EXAMPLE



Work with your child to research newspapers, magazines, or online news articles and locate a single topic that is also currently discussed on a televised news program. Ensure that the topic is appropriate for your child to read about and watch.

Read multiple accounts or watch televised information about the same event/topic you researched with your child. Then ask them the following questions:

- What are the sources for the different accounts of the event or topic?
- Are these first or secondhand accounts of the events?
- Describe the similarities between the accounts.
- Using the newspaper, magazine, or online articles, can you find some important differences in each account of the events or topics?
- Describe the differences between ____ and ____.
- What details did the author provide to convey the difference between ____ and ____?
- Why do you think the authors describe or tell about the events or topics differently?
- Why would the point of view be different in these versions?

STRATEGY



Help your child develop their opinion writing skills by asking them to provide reasons for opinions during everyday conversations. Then have them apply this skill while writing an opinion piece using a writing prompt.

EXAMPLE



Pose questions to your child that require them to respond with their opinion on a subject. Asking them “Would you rather....?” questions is a great way to engage them in an opinion conversation. Example questions are listed below. Ask your child to state reasons why they feel the way they do and to back up their reasons with facts.

- “Would you rather be a cheetah or a chimpanzee?”
- “Would you rather live on the beach or in the mountains?”
- “Would you rather be a drummer or a guitarist?”

Next, have them practice writing an opinion piece using the following writing prompt:

• Do we really benefit from daylight savings time? After reading the articles “Don’t Forget to Spring Forward This Weekend” and “Do We Really Need Daylight Saving Time?”, write an opinion essay in which you explain whether or not switching from standard time to daylight savings time is a good idea. Support your opinion with evidence from the texts. Reading passages are located at the following links:

- [Don’t Forget To ‘Spring Forward’ This Weekend](#)
- [Do We Really Need Daylight Saving Time?](#)

Use the rubric located at the following link to help you evaluate your child’s writing:

- [ELA Writing Rubric](#)

STRATEGY



Help your child learn about first person point of view (the author’s point of view) and how the perspective (point of view) can change if a different character told the story.

EXAMPLE



Review first person point of view with your child:

- A story written in first person point of view is a story written from the author’s perspective.
- The story will have words such as ‘I, me, my, and we’ in the text without quotation marks.

Help your child select a story written from a first person point of view to read. Have them read the story and then ask them the following questions to help them explore first person point of view:

- Who is telling the story?
- What characters are in the story?
- Is the narrator part of the story?
- Is this story being told in first-person?
- What is the narrator’s perspective (point of view)?
- Are they in the story, or is the story being told by an outside observer?
- How does the narrator’s point of view influence how the events are described?
- Why do you think the narrator described the events the way they did?
- How would the story be different if another character was telling the story?
- How would the story stay the same if another character was telling the story?

RESOURCES



- [Literacy Handbook \(parts 1, 2, 4, 6\) link](#)
- [Writing practice link: http://www.bbc.co.uk/bitesize/ks2/english/](http://www.bbc.co.uk/bitesize/ks2/english/)

*The listed resources are not endorsed by GSCS but are offered as possible tools that families may utilize.



Griffin-Spalding
County School System

Grow Sustain Collaborate Succeed

216 South Sixth Street
P.O. Drawer N
Griffin, GA 30224-0248
(770) 229-3700
Fax: (770) 229-3708
www.spalding.k12.ga.us