



## Writing About Our Reading

Teachers model and teach narrative, informational, and opinion writing to students and confer with them to improve on their pieces as they progress through the writing process.

### Writing Process Stages

**Prewriting:** Time to think

**Drafting :** Time to write it down

**Revising:** Time to improve my writing

**Editing:** Time to make things correct

**Publishing:** Time to share my writing



### Speaking and Listening

Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in listening closely and group discussion. They share the roles of participant, leader, and observer. Students also summarize text.



### Discussion Guide:

Look at the speaker.

Take turns.

Link ideas to the speaker's idea.

Share the floor.

## Cobb County School District



### Parent Roadmap To Literacy Grade 5



Strategies for Reading, Writing, Speaking and Listening

# Reading In Grade 5

## Close Reading

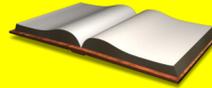
Students at this level should be able to quote correctly from the text to explain what the text is about and when drawing conclusions. Students must identify two or more main ideas and find the most important details that strengthen these main ideas. They should also be able to summarize the text in their own words.



Use questions/prompts such as:

**Can you tell me the reasons why you think...? Show where you linked your thinking to the text. Can you find at least two of the main ideas of this text and key details that support them? Summarize the main points of the text. Can you tell me how these ideas, people, and events are the same? Can you tell me how they are different? Show me in the text. Think about these historical events. How they are connected?**

## Text Complexity



Students read and comprehend complex literary and informational texts independently and proficiently.



Then

Teachers read books to students or tell them what the books say when the books are challenging.

Now

Teachers support students' own attempts to read challenging texts, and without telling them what the books say.

Reading, Writing, and Speaking are grounded in evidence from the text.



## Reading Foundational

Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for reading and spelling multi-syllabic words.

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.

Use prompts such as:

Does that sound right? Does that look right? Does that make sense?

