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**FAMILY LITERACY GUIDES & ACTIVITIES  
FIFTH GRADE**

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# Hello Families,

We're so excited to partner with you as your child learns to read!

Learning to read is one of the most important skills your child will ever build. It helps them succeed in school and in life. **Reading is a step-by-step journey, and you're your child's first and most important teacher.**

This packet is filled with simple, fun activities you can do at home using materials you already have. Our goal is to make learning feel like play. When children read, write, talk, and play, they grow stronger every day.

You may already be doing many of these things and that's wonderful! These guides will give you even more ideas to keep the fun going.

At the beginning of each grade section, you'll see a guide that shares what students are learning in school. This helps us all work toward the same goals. After the guide, you'll find easy activities to try at home. As you do them, remember to talk with your child. Ask questions. Let them explain their thinking. Sometimes, let your child be the teacher!

You'll also see teacher tips and the learning standards connected to each activity. This shows how your fun time together is building important skills.

Most of all, enjoy this time. Laugh, play, and learn together. When reading feels joyful, children grow into confident readers.

Please visit [ReadWithMeNV.com](http://ReadWithMeNV.com) or follow us @ReadWithMeNV on Instagram and Facebook for more helpful resources and fun learning ideas. You can also scan the QR code for quick access.

We're so glad to be on this journey with you!

With gratitude,  
**L3 Coalition**





# FIFTH GRADE GUIDE & ACTIVITIES



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# FAMILY LITERACY GUIDE

## Fifth Grade



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### What should my child know and be able to do by the end of 5th grade?

#### LANGUAGE

- Learn and accurately use a variety of new words, including academic and topic-specific vocabulary (e.g. denominator, ecosystem).
- Engage in conversations with adults and peers about different topics and texts. Give clear explanations and evidence for their ideas and build on others' ideas.

#### READING

*5th graders should show these skills with books that they read independently.*

- Accurately read unfamiliar multisyllabic words.
- Accurately read grade-level texts smoothly and with expression.
- Use evidence and quotes from a text to analyze what it says and to draw thoughtful conclusions (inferences) about ideas that are not directly stated.
- Summarize texts and explain how specific important details support the central idea.
- Bring together information from multiple texts in order to write or speak knowledgeably about a topic.

#### WRITING

- Write organized essays for different purposes, including telling a story, supporting an opinion, or giving information. Include relevant details, examples, and information.
- Write complete, expanded sentences using correct spelling and grammar.
- Strengthen writing by planning, editing, and revising.

Explore more activities to support your child at [ReadwithMeNV.com](https://ReadwithMeNV.com)!



### How can I support my child's literacy learning?

*All literacy activities can be done in your home language!*

**Talk** with your child using big words, sentences, and ideas. Engage in conversations as much as you can.

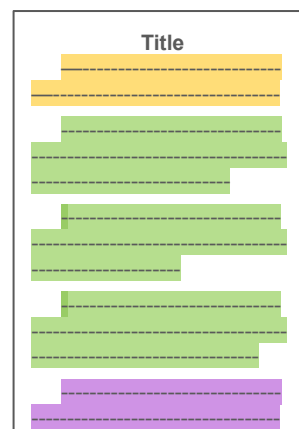
**Read** 20 minutes per day. 5th graders should read mostly independently, but benefit from talking to an adult about what they read and reading out loud to adults or younger children.

**Chapter book series** are a great way to get your child interested in reading.



**Informational books** help your child gain knowledge and vocabulary.

Encourage your child to **write** for different purposes. Help them organize and extend their ideas.



- A clear **introduction** section.
- Logically ordered paragraphs with **examples, reasons, or details**.
- Ideas connected with **transition words**.
- A **conclusion** section.

# WHAT'S GOING ON IN THIS PICTURE?

Make inferences from an image, then update them using text evidence.

**Grade Range:** 3rd - 5th Grade

**Time Required:** 15-20 minutes



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## OVERVIEW:

Your child will make educated guesses about a picture. Then, after reading the article, will make more specific, text-based inferences.

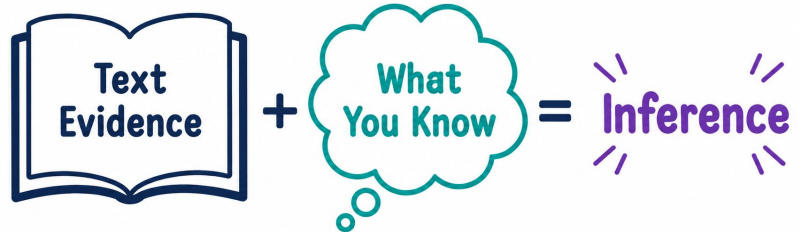
## MATERIALS:

- Paper
- Something to write with
- [NYT What's Going On In This Picture](#)

## STEP-BY-STEP INSTRUCTIONS:

1. Go to the New York Times [What's Going On in This Picture?](#) feature. Have your child pick an image/article they would like to make inferences about.

**inference** - "reading between the lines;" the process of making a guess about something you don't know for sure, based on the information available



2. **Before reading the article, ask your child:**  
What is going on in this picture?  
What do you see that makes you say that?  
What more can you find?
3. **Have your child write down their inferences on a sheet of paper. Use these sentence starters to help your child explain their inferences.**  
"I think \_\_\_\_ because \_\_\_\_."  
"This clue makes me believe \_\_\_\_ because \_\_\_\_."
4. **Read the article with your child and then update their inferences using text evidence and the format to the right.**



### Learning Goals (Standards Aligned)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### Why This Helps

Making inferences is one of the most important reading skills. It is a key aspect of many other reading strategies, like determining character traits, cause and effect, etc.

### Tips For Families

[Khan Academy](#) has a great 4-minute video explaining inferences. This can be helpful for you, as the parent, but can also be shown to your child. (URL: [tinyurl.com/4ez7n3bd](https://tinyurl.com/4ez7n3bd))

# SCIENCE COMIC EXPLAINER

Reading + Writing + Art + Science

**Grade Range:** 3rd - 5th Grade

**Time Required:** 20-25 minutes



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## OVERVIEW:

Your child will read about a science topic and turn it into a comic. They will explain ideas using facts, vocabulary, and details.

## MATERIALS:

- Paper
- Pencil, pen, or markers
- A science text (book, article, or short video)

## STEP-BY-STEP INSTRUCTIONS:

### 1. Read to learn.

Your child reads about a science topic.  
(ecosystem, weather, energy, space, etc.).

### 2. Identify key ideas.

- What is the main idea?
- What are 2–3 important details?

### 3. Plan the comic (4–6 boxes).

Each box should show part of the idea or process.

### 4. Create the comic.

Include:

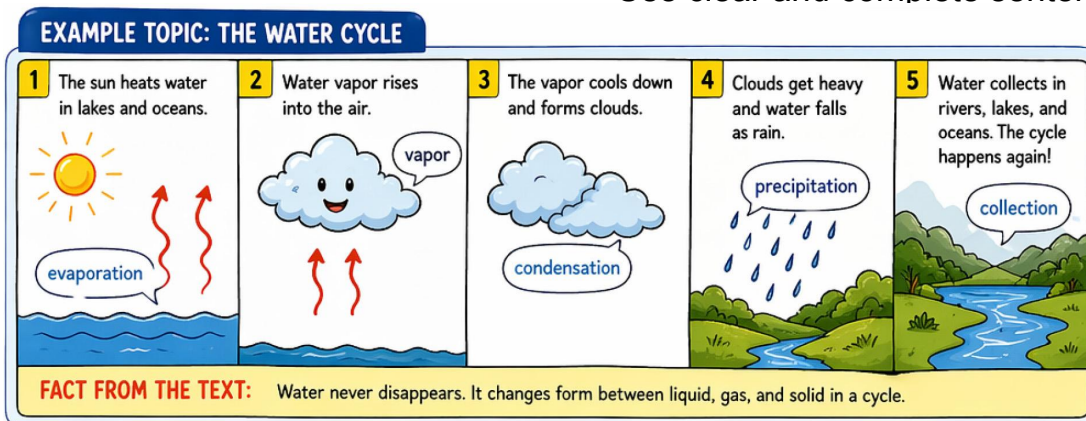
- Drawings that explain the science idea.
- Speech bubbles or captions.
- At least 3 academic vocabulary words.  
(example: ecosystem, evaporation, energy)

### 5. Use evidence.

Add at least one fact from the text in the comic.

### 6. Explain it out loud.

Use clear and complete sentences.



## Learning Goals (Standards Aligned)

- Summarize a text and explain key details
- Use evidence from reading to explain ideas
- Use grade-level academic vocabulary
- Combine information into a new format (comic)
- Speak clearly and explain thinking

## Why This Helps

5th graders need to understand complex texts. Turning reading into a comic helps them break down ideas, remember details, and explain clearly.

## Tips For Families

- Ask: “What does this part mean?”
- Encourage complete sentences in speech bubbles.
- Let your child be creative, but accurate.

# ART & LITERACY

Create, describe, and inspire!

**Grade Range:** 3rd - 5th Grade

**Time Required:** 20 minutes



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## OVERVIEW:

Your child will create a piece of art and then write about it. This helps them use strong vocabulary, organize their ideas, and explain their thinking clearly.

## MATERIALS:

- Paper or sketchbook
- Pencil
- Crayons, markers, or colored pencils
- Optional: paint

## STEP-BY-STEP INSTRUCTIONS:

### 1. Choose a topic.

Think of something meaningful or interesting.

- A place you love
- A dream or goal
- A problem and how to solve it
- Nature, community, or helping others

### 2. Create your art.

Draw or paint your idea. Take your time and add details.

### 3. Look closely at your art and ask questions.

- What is happening in my picture?
- What do the colors and details show?
- What feeling does it give?

### 4. Write about your art.

1 paragraph, 6–8 sentences. Include:

- A clear main idea.
- Details about your picture.
- What it means or why you made it

### 5. Use strong vocabulary.

Add “big words” to make your writing more interesting.

Example words: vibrant, peaceful, powerful, hopeful, change, community

### 6. Share and talk about it.

Share your art and writing with a family member. Explain your ideas clearly.

#### EXAMPLE: OCEAN PROTECTORS



My art shows people working together to keep the ocean clean. The bright blue water represents *life* and *hope*. The turtle is swimming freely because we are taking care of its home. I added the sign to remind everyone that small actions can make a big *change*. I feel *hopeful* when people come together to *protect* animals and nature. We can all be ocean *protectors*!



## Extend the Fun!

- Turn the art and writing into a poster or card
- Create a mini art gallery at home
- Write a poem or short story about the artwork

## Learning Goals (Standards Aligned)

- Write organized paragraphs with a clear main idea
- Use details and examples to explain ideas
- Speak clearly and explain thinking

## Why This Helps

Art helps your child think creatively, and writing helps them explain their ideas clearly. Together, this builds strong communication and literacy skills.

## Tips For Families

- Ask: “What does this part mean?”
- Focus on ideas, not perfection.
- Celebrate creativity and effort.

# SCIENCE OBSERVATION + EXPLANATION WRITING

Science + Writing + Vocabulary

**Grade Range:** 3rd - 5th Grade  
**Time Required:** 20–25 minutes



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## OVERVIEW:

Your child observes something like a scientist, then writes a clear explanation using details and strong vocabulary.

## MATERIALS:

- Paper and pencil
- Something to observe (plant, ice, water, sky, food, etc.)

## STEP-BY-STEP INSTRUCTIONS:

### 1. Choose something to observe.

#### Examples:

- Ice melting
- A plant
- The sky or clouds
- Water being heated or cooled

### 2. Observe carefully (3–5 minutes).

#### Ask:

- What do you notice?
- What is changing?

### 3. Draw what you see.

Include labels if possible.

### 4. Write an explanation.

1 paragraph, 5 - 7 sentences. Include::

- A clear main idea.
- Details about what they observed.
- At least 3 academic vocabulary words.  
(example: temperature, liquid, solid, energy, change)

### 5. Add evidence + reasoning.

Ask: Why is this happening? What makes you think that?

### 6. Share and explain.

Your child reads their writing out loud.

#### EXAMPLE: OBSERVATION – ICE MELTING

shiny

cold

melting

|   |                                                                    |
|---|--------------------------------------------------------------------|
| ● | I observed an ice cube on a plate. At first, it was hard           |
| ● | and cold. After a few minutes, I saw water forming                 |
| ● | around it. The ice started to get smaller. I think the             |
| ● | ice is melting because the <b>temperature</b> in the room is       |
| ● | warmer than the ice. <b>Heat energy</b> from the air causes        |
| ● | the ice to change from a <b>solid</b> to a <b>liquid</b> . This is |
| ● | <b>evidence</b> that heat causes melting.                          |
| ● |                                                                    |
| ● |                                                                    |

**ACADEMIC WORDS TO USE:**

- observe
- temperature
- change
- energy
- solid
- liquid
- melting
- dissolve
- process
- evidence

## Learning Goals (5th Grade Standards)

- Write organized paragraphs with a clear main idea
- Use details and evidence to explain ideas
- Use academic vocabulary correctly
- Make observations and explain scientific thinking
- Speak clearly and support ideas

## Why This Helps

5th graders must explain ideas using evidence and clear writing. This activity builds strong thinking, vocabulary, and writing skills.

## Tips For Families

- Ask: “What is your evidence?”
- Encourage “big words” and complete sentences
- Focus on clear ideas, not perfection

# COMPARING TEXTS

How do two texts on the same topic compare?

**Grade Range:** 5th Grade

**Time Required:** 30+ minutes



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## OVERVIEW:

After reading two texts on the same topic, your child will compare the texts. This activity can be broken up over multiple days!

## MATERIALS:

- Two informational texts on the same topic
- Paper and pencil

## STEP-BY-STEP INSTRUCTIONS:

Support your child in completing the following steps:

### 1. Read two texts on the same topic.

Texts can be books, articles, or websites. See “Tips” below for online resources.

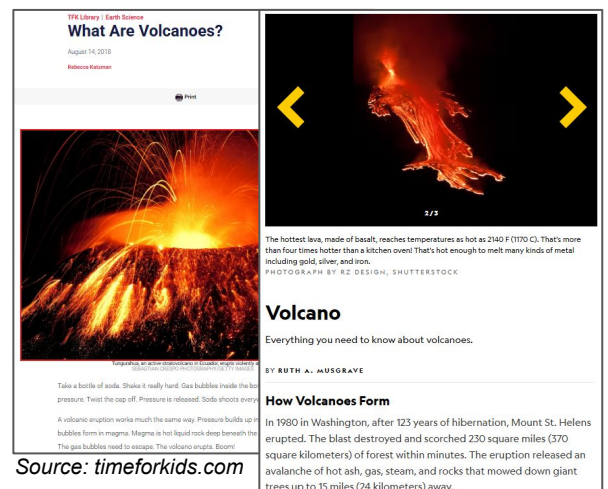
### 2. Use a Venn Diagram to make notes about what is the same and different across the two texts.

Consider the following questions for each text:

- What is the text structure?
- What is the author’s purpose for writing?
- What is the main idea?
- What details are important?

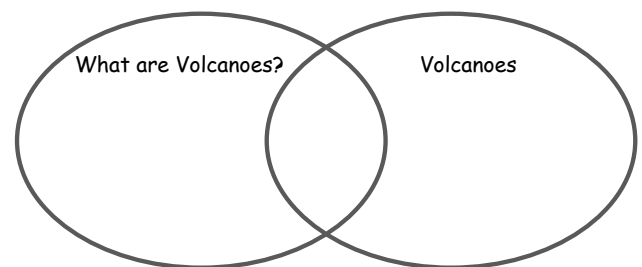
### 3. Write one or more paragraphs comparing the two texts.

- Reread the paragraph to ensure it is clear and organized.
- Edit any grammatical or spelling errors.



Source: [timeforkids.com](http://timeforkids.com)

Source: [kids.nationalgeographic.com](http://kids.nationalgeographic.com)



## Learning Goals (Standards Aligned)

- Identify the main idea, key details, author’s purpose, and text structure
- Compare information in two or more texts

## Why This Helps

In upper elementary, students are expected to do more analysis and critical thinking about texts, including comparing.

## Tips For Families

Kid’s reference websites:

- [kids.nationalgeographic.com](http://kids.nationalgeographic.com)
- [kidtopia.info](http://kidtopia.info)
- [dogonews.com](http://dogonews.com)
- [ducksters.com](http://ducksters.com)



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