

# GRADE 5 CURRICULUM OVERVIEW

## NORTHFIELD PUBLIC SCHOOLS

### 2018-2019

This overview highlights the key skills in each subject area that will be taught at this grade level and reflects the efforts of teachers to provide curriculum that supports the mastery of state curriculum standards.

#### READING LITERATURE / INFORMATIONAL TEXT

##### Key Ideas and Details:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the 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.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the 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.

##### Craft and Structure:

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Compare and contrast the overall structure.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.

##### Integration of Knowledge and Ideas:

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

##### Range of Reading and Level of Text Complexity:

- By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.

#### READING FOUNDATIONAL SKILLS

##### Phonics and Word Recognition:

- Use combined knowledge of a letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

##### Fluency:

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### LANGUAGE

##### Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### Knowledge of Language:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

#### WRITING

##### Text Types and Purposes:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

##### Writing Process – Production and Distribution of Writing:

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

##### Research to Build and Present Knowledge:

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### Range of Writing:

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

#### SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY

##### Comprehension and Collaboration:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts.

##### Presentation of Knowledge and Ideas:

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources, speak clearly at an understandable pace.
- Include multimedia components
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

##### Media Literacy:

- Distinguish among, understand, and use different types of print, digital, and multimodal media.
- Create an individual or shared multimedia work for a specific purpose

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**MATHEMATICS**

**Number and Operation:**

- Divide multi-digit numbers; solve real-world and mathematical problems using arithmetic.
- Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.
- Add and subtract fractions, mixed numbers, and decimals to solve real-world and mathematical problems.
- Rename numbers written in exponential notation.
- Interpret percents as part of a hundred.

**Algebra:**

- Recognize and represent patterns of change; use patterns, tables, graphs, and rules to solve real-world and mathematical problems.
- Use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving whole numbers.
- Understand and interpret equations and inequalities involving variables and whole numbers, and use them to represent and solve real-world and mathematical problems.
- Represent and compare positive and negative integers.

**Geometry and Measurement:**

- Describe, classify, and draw representations of three-dimensional figures.
- Determine the area of triangles and quadrilaterals; determine the surface area and volume of rectangular prisms in various contexts.
- Measure to the nearest 1/8 inch.
- Identify reflection and rotation symmetries in two-dimensional shapes and designs (tessellations).
- Classify triangles as equilateral, isosceles, or scalene.

**Data Analysis:**

- Display and interpret data; determine mean, median, and range.

**SCIENCE**

- Physical Science – Simple Machines
- Earth and Space Science – Changes to Earth's Surface
- Life Science – Living Things Interact/Biomes
- Earth and Space Science – Environment

*(Nature of Science and Engineering standards/ benchmarks are embedded into the units listed above.)*

**HEALTH**

- Emotional, intellectual, and social health
- Family life, growth, and development
- Drug use prevention
- Nutrition
- Disease prevention and control
- Personal health
- Injury prevention

**SOCIAL STUDIES**

- Citizenship/Government
- Geography
- Exploration to Settlement/Colonization
- Conflict and War
- Economics

**ART**

- Describe the characteristics of the elements of visual art, including color, line, shape, value, form, texture, and space.
- Describe how the principles of visual art such as repetition, pattern, emphasis, contrast and balance are used in the creation, presentation and response to visual artworks.
- Identify characteristics of Western and non-Western styles, movements and genres in art.

**ART (continued)**

- Describe the personal, social, cultural, or historical contexts that influence creation of visual artworks including the contributions of Minnesota American Indian tribes and communities.
- Create original two- and three-dimensional artworks to express specific artistic ideas.
- Describe the tools, materials, and techniques from a variety of two- and three-dimensional media such as drawing, printmaking ceramics, or sculpture.
- Revise artworks based on feedback of others and self-reflection.
- Describe how visual art communicates meaning.
- Select and assemble artworks for a personal portfolio.
- Revise presentation based on the feedback of others and self-reflection.
- Justify personal interpretations and reactions to works of visual art.

**MUSIC**

- Demonstrate knowledge of the foundations of music.
- Demonstrate knowledge and use of the technical skills of music integrating technology when applicable.
- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence music including the contributions of the Minnesota Indian tribes and communities.
- Create/make in a variety of contexts in music using the artistic foundations.
- Perform/present in a variety of contexts in music using the artistic foundations.
- Respond to and critique a variety of creations or performances using the artistic foundations.

**PHYSICAL EDUCATION**

- Demonstrates age appropriate competency in a variety of movement and motor skills.
- Demonstrates knowledge of concepts and principles related to movement and performance.
- Demonstrates knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.
- Developing responsible personal and social behaviors that respect self and others.
- Developing a value for physical activity for health enjoyment, challenge, self-expression and social interaction.

**MEDIA/TECHNOLOGY**

- Media Center Orientation
- Literature Appreciation
- Research
- Technology Skills

**SOCIAL EMOTIONAL LEARNING**

- Empathy and Skills for Learning
- Emotion Management
- Problem Solving