Southfield Public Schools

FIFTH GRADE

Curriculum Handbook

Using the Curriculum Guide

This guide is intended to address the continuum of learning as it develops across the grade levels. As children enter fifth grade, students will continue to build important reading, writing, speaking, and listening skills. Students will build on foundational reading skills, strengthening their ability to read fluently and decode more complex text. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In collaborative discussions, students will learn how to build on what others are saying. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the Common Core and Michigan State Learning Standards for each grade level and content area.

CURRICULUM
English Language Arts Program

Southfield Public Schools District has adopted a balanced literacy approach in conjunction with Teachers' College Reading and Writing Workshop. In Third Grade, students will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will read and listen to stories, articles, and other sources of information. They will practice asking and answering questions about what is read. Students will participate in class discussions by listening and responding to what others are saying. They will think, talk, and write about what they learn. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary .Students learn literacy skills during authentic reading and writing experiences.

The instructional framework includes the following components:

- ★ Reading aloud to children to model appropriate strategies and thinking about books and to expose children to a wide range of literature.
- ★ Shared reading which demonstrates the process of reading, which provides the opportunity to participate and behave like a reader while building a sense of story and ability to predict.
- ★ Guided reading provides the opportunities to problem solve while reading for meaning, to use strategies on extended texts, and for teacher guidance, demonstration, and explanation.
- ★ Independent reading allows time for practicing what is taught during mini-lessons, read-alouds, shared reading and guided reading.
- ★ Shared writing demonstrates how writing works to enable children to compose messages and stories.
- ★ Interactive writing allows children to "share the pen" with the teacher to construct texts. The teacher demonstrates the concepts of print, early

writing strategies and how words work and allows children to hear sounds in words and connect with letters.

- ★ Independent writing allows time for practicing what is taught during the mini-lessons and encourages students to write about a topic that interests them, within a specific genre, using mentor texts and models as a guide.

The Common Core Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:

- ★ Information and understanding
- ★ Literary response and expression
- ★ Critical analysis and understanding
- ★ Social interaction

The expectation is that students will "read a minimum of 25 books or the equivalent per year across all content areas and standards" and will "write on a daily basis across all content areas and standards."

Reading

To support children in the meeting of these standards, fifth graders increase their independence and become active, thoughtful, engaged readers and writers. They read more challenging texts and understand a range of genres which demand higher-order thinking. Fifth graders are challenged by many longer descriptive words and by content-specific and technical words that require using background knowledge, and tools such as glossaries. Fifth graders develop their ability to identify big ideas in texts and share inferences of their own to build meaning. Students continue to read, write, and discuss fiction and nonfiction texts daily to learn how different sources are crafted to help readers construct meaning about the world. Academic conversations help students apply foundational listening and speaking skills to learn how to understand, speak, and use words to communicate and actively engage within and beyond the classroom. Additionally, students' writing stamina grows, and they become more sophisticated with their words when writing about what they are learning and their personal experiences. Fifth graders deepen their understanding of the qualities of good writing by exploring a variety of

structures using the writing process. The ultimate goal of a balanced language arts curriculum is to build skills, independence, and passion to become lifelong readers, writers, and speakers.

Throughout the year teachers use a variety of formal and informal assessments to examine students' strengths and areas of focus to inform instruction to ensure all students progress toward grade-level expectations.

- ★ Summarizing the key details of stories and nonfiction materials, including their themes or main ideas.
- ★ Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view.
- ★ Integrating information from several print and digital sources to answer questions and solve problems.
- ★ Participating in class conversations to understand others, build vocabulary, and communicate thoughts and needs.
- ★ Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate.
- ★ Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore.

Foundational Reading Skills in Upper Elementary:

As the texts students encounter increase in complexity, returning to the core skills of phonics and word recognition helps students feel more confident when they come to a challenging word or phrase because they have strategies to work through reading the specific word. The foundational reading skills students need in upper elementary fall into three areas: decoding, fluency, and oral fluency.

Concept	Definition	Classroom/Home Activities
Decoding	• decode multisyllabic words:use prefixes, suffixes, and roots to decode and understand the meanings of words. • apply phonics and word analysis skills to decode words. • read irregularly spelled words.	**Practice:** • These are especially good for reviewing irregularly spelled words. Students can even keep their own mini-dictionaries of irregular words.
Fluency	• read accurately enough to support comprehension. • read fluently enough to support comprehension. • self-correct based on context-reread when necessary.	**Modeling:** • Reading with appropriate expression. • Reading with expression or reading words with a flat tone to show students how expression helps comprehension.
Oral Fluency	• read aloud accurately • read aloud with an appropriate rate • read aloud with expression	**Modeling:** • Reading at an appropriate rate. • Read too fast or too slow to show students what happens when you don't read at an appropriate rate.

Writing

The competencies that fourth grade students are expected to develop as they learn to write include to:

- ★ Using several sources — books, periodicals, websites, and digital sources — to investigate a topic from different angles. Fifth graders need to review, categorize, and summarize the new information they learn.
- ★ Doing several rounds of revisions and perhaps doing a complete rewrite. This requires resilience – resulting in carefully researched, evidence-based writing.
- ★ Structuring work logically, be it an opinion piece, story, or report. An opinion piece, for example, starts with an introduction, follows a logical order to introduce each reason (supported by evidence), and ends with a conclusion.
- ★ Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view.

Writing tasks in grade five may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

Grade Four Writing	Grade Five Writing	Grade Six Writing
• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section related to the information or explanation presented. • Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful. •	• Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section related to the information or explanation presented. • Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.	• Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from the information or explanation presented. • Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/ effect. • Students include formatting (such as headings), graphics

• Students link ideas within categories of information using words and phrases (such as another, for example, also, and because). • Students use precise language and subject-specific vocabulary.	• Students link ideas within and across categories of information using words, phrases, and clauses (such as in contrast or especially). • Students use precise language and subject-specific vocabulary.	(such as charts or tables), and multimedia when useful. • Students use appropriate transitions to clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary. • Students establish and maintain a formal writing style.

This overview for English Language Arts, provided by the Council of the Great City Schools, reflects how the Common Core State Standards have guided our development of a rich and comprehensive curriculum for our students.

K-5 District Literacy Resources:

- Fountas and Pinnell Classroom
- Heggerty Phonological & Phonemic Awareness by Literary Resources
- i-Ready Central Resources | Family Center – Home
- Learning Ally

CURRICULUM
Social Studies Program

The aim of Social Studies is the promotion of civic competence – the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Civic ideals and practices enable students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

The revision of the Social Studies curriculum which currently reflects the *Michigan State Social Studies Standards*. The revision process is being guided by

the newly issued College, Career, and Civic Life (C3) Framework, and is supported by the Michigan State Board of Education. To view the entire document that explains the C3 Framework, please visit: http://www.socialstudies.org/c3

Grade Five Focus of Study- Integrated United States History

Fifth grade United States History is divided into three eras:

Era 1: BEGINNINGS TO 1620: Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

Era 2: COLONIZATION AND SETTLEMENT (1585-1763): Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions were transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.

Era 3: REVOLUTION AND THE NEW NATION (1754-1800): Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION: Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. Communicate a reasoned position on a public issue.

K-5 District Social Studies Resources:

- SAVVAS MyWorld Interactive
- BrainPOP and BrainPOP Jr.
- Newsela (for Grades 3-5)

CURRICULUM
District Math

Fifth Grade Overview

In fifth grade, students build upon their understandings of the base ten system and operations with whole numbers to create new understandings and efficiencies for operations (including standard algorithms) with multi-digit whole numbers, decimals, and fractions. Their work with decimals includes comparing, rounding, and solving problems using all four operations. Students also spend a considerable amount of time engaging with fractions including adding and subtracting unlike denominators, multiplication, and the beginnings of division. Geometric topics move from sorting shapes based on common attributes to creating hierarchies. For example, students will be able to articulate *why* all squares are rectangles but not all rectangles are squares which is the reasoning students will use in later courses including high school geometry. An additional geometric topic developed in fifth grade is the concept of volume which builds from experiences with area in third and fourth grades. Students also integrate geometric ideas with other concepts such as length and distance to make sense of and utilize the coordinate system to solve both geometric and algebraic problems.

Curriculum Resources: enVision Mathematics K-5
Supplemental Resource Brainpop

	Months	Topic
Quarter 1	September - October	**1**.Understand Place Value **2**. Use Models and Strategies to Add and Subtract Decimals **3.** Fluently Multiply Multi-Digit Whole Numbers **4.** Use Models and Strategies to Multiply Decimals
Quarter 2	November -January	**5.** Use Models and Strategies to Divide Whole Numbers **6.** Use Models and Strategies to Divide Decimals **7.** Use Equivalent Fractions to Add and Subtract Fractions **8.** Apply Understanding of Multiplication to Multiply Fractions
Quarter 3	January -March	**9.** Apply Understanding of Division to Divide Fractions **10.** Represent and Interpret Data **11.** Understand Volume Concepts **12**. Convert Measurements customary and metric measurement units
Quarter 4	April - June	**13**. Write and Interpret Numerical Expressions **14.** Graph Points on the Coordinate Plane **15.** Algebra: Analyze Patterns, Graphs and Relationships to solve problems **16.** Geometric Measurement: Classify Two-Dimensional Figures such as triangles and quadrilaterals

CURRICULUM

Science

The SPS Science program includes unit lessons aligned with the Next Generation Science Standards (NGSS) which include learning in Life Science, Earth and Space Science, and Physical Science. It is well known that we learn by doing, and with the adoption of 3 Dimensional learning, Science learners engage in lessons that are rich in content and practice. The Science Department creates, promotes, and supports a rigorous, engaging, and hands-on curriculum that sparks student curiosity, allows students to be active participants in their own learning. Our goal is that all students:

- Are curious, and have an appreciation for discovery and science
- Feel actively involved in the classroom learning community
- Deeply understand key scientific concepts that will have real world connections
- Can think critically and communicate effectively about science

K-5 District Science Resource Mystery Science
Supplemental Science Resource Brainpop

Ecosystems and the Food Web
• 5-LS1-1 • 5-LS2-1 • 5-ESS3-1 • 5-PS3-1
In this unit, students explore how organisms depend on one another and form an interconnected ecosystem. Students investigate food chains, food webs, and the importance of producers, consumers, and decomposers
Water Cycle and Earth's System
• 5-ESS2-1 • 5-ESS2-2 • 5-PS1-2 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3
In this unit, students consider the profound importance of water as a natural resource. Students investigate the distribution of water, how it cycles through Earth's systems, and explore how it affects human societies.
Stars and the Solar System
• 5-ESS1-1 • 5-ESS1-2 • 5-PS2-1
In this unit, students explore the Earth, Sun, Moon, and stars using observations of shadows and changing patterns in the sky. Students also explore the planets of our Solar System and begin to consider what might lie beyond.
Chemical Reactions and Properties of Water
• 5-PS1-1 • 5-PS1-2 • 5-PS1-3 • 5-PS1-4
In this unit, students investigate the properties of matter by dissolving everyday chemicals to make solutions and by exploring simple yet surprising chemical reactions. Through these investigations, students begin to build conceptual models for the particulate nature of matter.