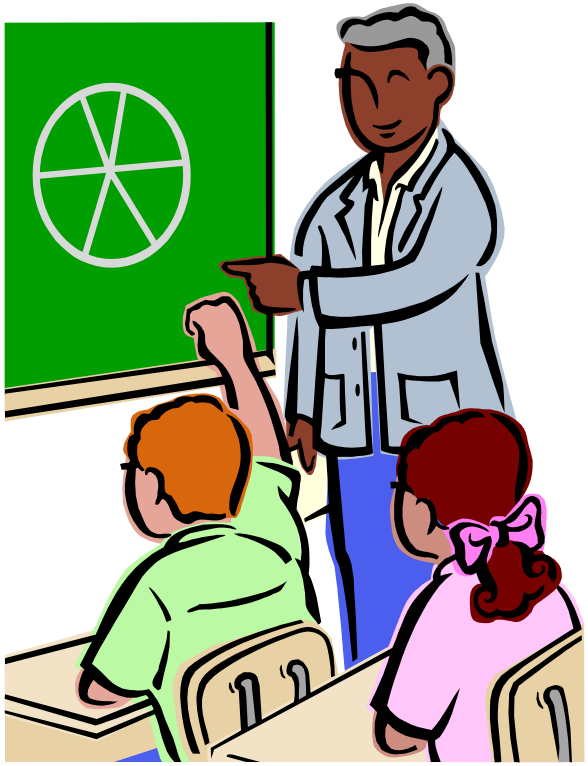
5th Grade Reading Curriculum

SJLES Parent Curriculum Night January 22, 2015



CCSS for 5th Grade Language Arts Reading: Foundational Skills

Phonics and Word Recognition:

-Know and apply grade-level phonics and word analysis skills in decoding 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.

Fluency:

-Read with sufficient accuracy and fluency to support comprehension.

-Read grade-level text with purpose and understanding.

-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS for 5th Grade Language Arts Reading: Literature

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.

-Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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.

-Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

-Describe how a narrator's or speaker's point of view influences how events are described.

CCSS for 5th Grade Language Arts Reading: Literature

Integration of Knowledge and Ideas:

-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

-Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

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

CCSS for 5th Grade Language Arts Reading: 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 two or more main ideas of a text and explain how they are supported by key details; summarize 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 general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

-Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

-Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS for 5th Grade Language Arts Reading: Informational Text

Integration of Knowledge and Ideas:

-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).

-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 informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Questioning

To better comprehend text, readers answer the following types of questions:

- On My Own
- Author and Me
- Right There
- Think and Search

Monitor YOUR Understanding

- Place the header cards face up in a row in front of you
- Place question cards face down in a stack
- Read the passage
- Work together to read each question card and sort them under the proper heading

How long has Marty lived in Happyville?	Right There
Did Marty's attitude change? How?	Think and Search
Do you think Marty will like her new home?	Author and Me
Why did Marty think they should have picked another day to move?	Think and Search
What can you learn from Marty?	Author and Me
What does the word "despised" mean?	Think and Search
How would you feel if you had to move to a new town?	On My Own
Where are Marty and her family moving?	Right There
Did Marty think anyone understood her? Why or why not?	Author and Me
Why can moving to a new place be an upsetting event?	On My Own
What did Marty decide to do to make moving to a new town a good thing?	Right There
Does having a good attitude make a difference? Why or why not?	On My Own

Think and Search

- Using the same passage, *A Moving Story*, create your own "Think and Search" questions
- Feel free to use the question stems that were provided to you
- Be ready to share your question (and answer!) with the group

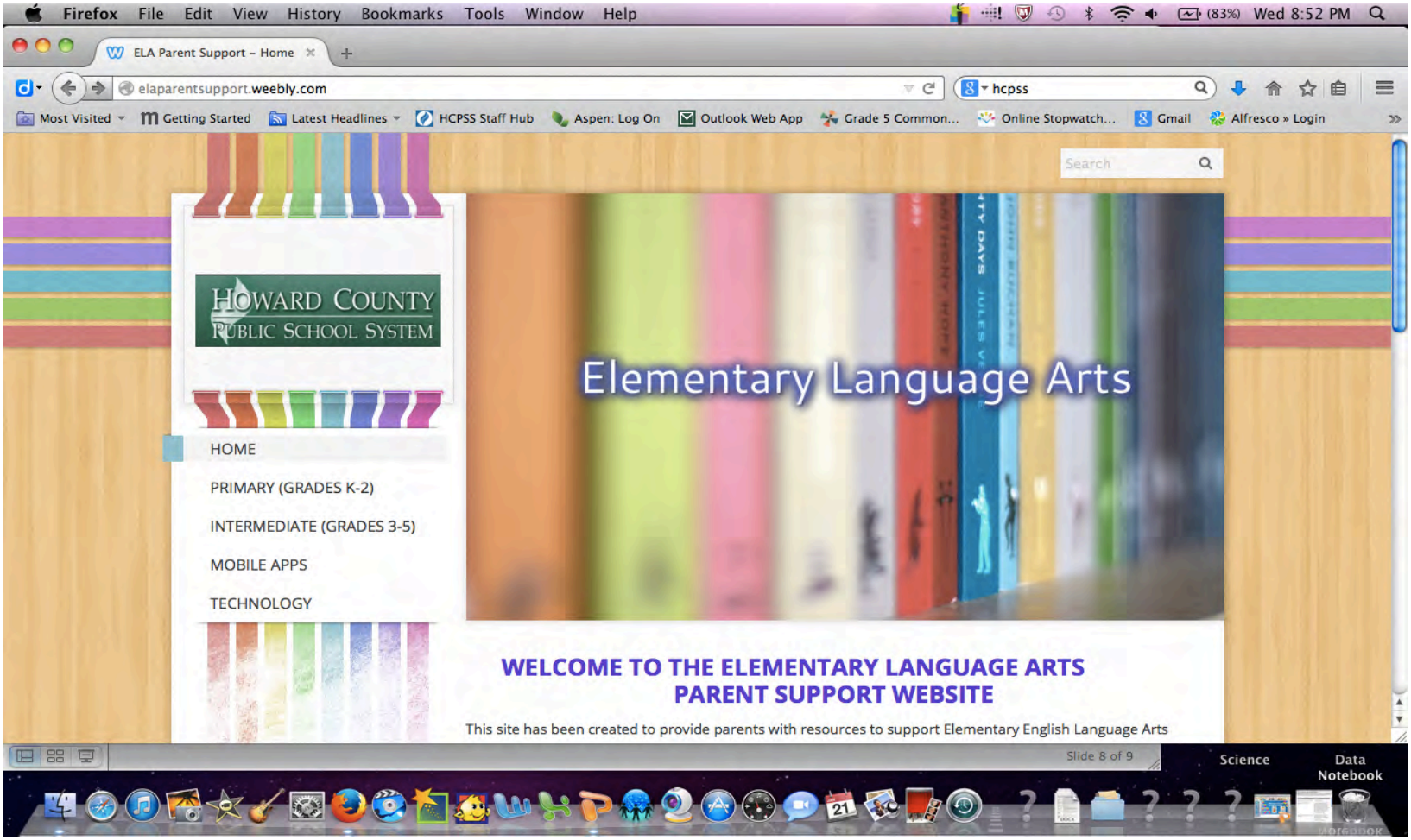
Resources

- Higher Order Thinking (H.O.T.) Question Stems
- Inferential Questions
- Generic question cards and question cube

How can I use this at home?

- Have your child briefly summarize what they read
- Using any of the resources, create a question that could be answered based on what they read
- Encourage your child to show you where in the book helped them answer your question

Online Resources
http://elaparentsupport.weebly.com



5th Grade Math Curriculum

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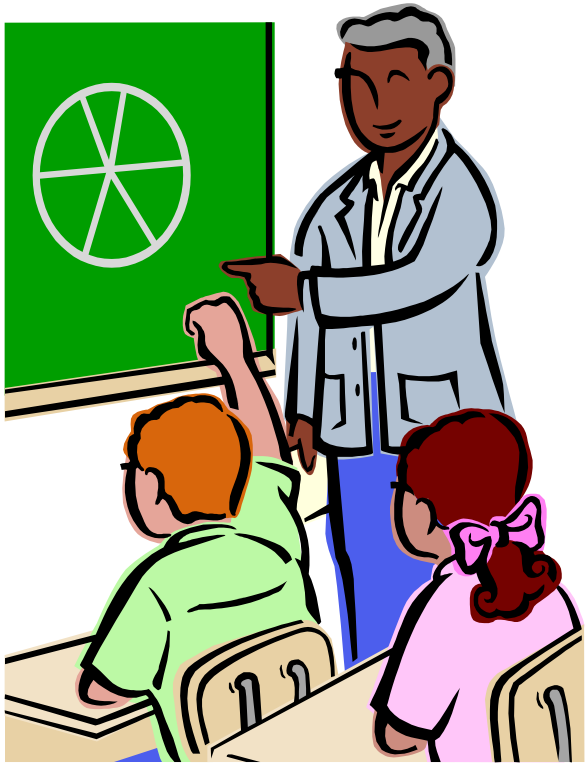


CCSS for 5th Grade Math Operations & Algebraic Thinking

Write and interpret numerical expressions.

-Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

-Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

-Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

CCSS for 5th Grade Math
Number & Operations in Base Ten

Understand the place value system.

-Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

-Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

-Read, write, and compare decimals to thousandths.

-Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

-Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

-Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

-Fluently multiply multi-digit whole numbers using the standard algorithm.

-Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

-Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used

CCSS for 5th Grade Math Number & Operations—Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

-Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

-Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers

Apply and extend previous understandings of multiplication and division.

-Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

-Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

-Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

-Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

CCSS for 5th Grade Math Number & Operations—Fractions

-Interpret multiplication as scaling (resizing), by:
-Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
-Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
-Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
-Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]
-Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
-Interpret division of a whole number by a unit fraction, and compute such quotients.
-Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

CCSS for 5th Grade Math Measurement & Data

Convert like measurement units within a given measurement system.

-Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

-Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Geometric measurement: understand concepts of volume.

-Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

-Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

-Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

-Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

-Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

-Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

CCSS for 5th Grade Math Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

-Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

-Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

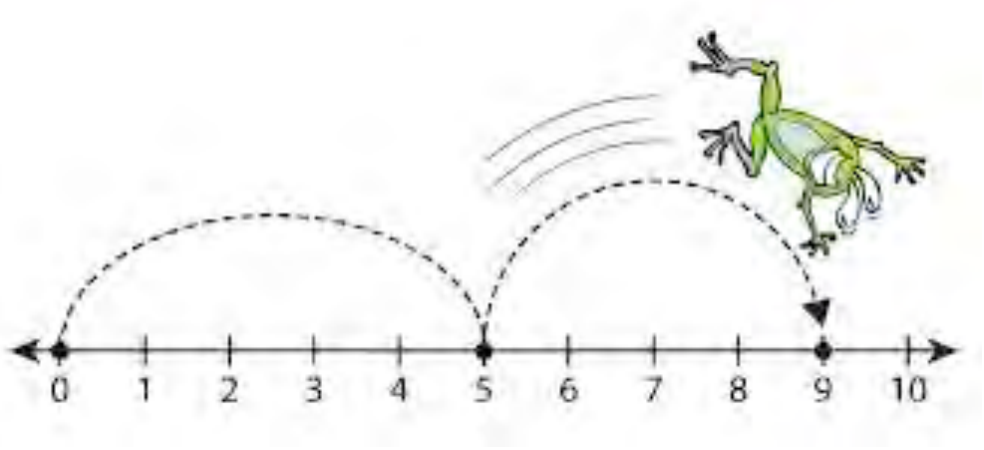
Classify two-dimensional figures into categories based on their properties.

-Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

-Classify two-dimensional figures in a hierarchy based on properties.

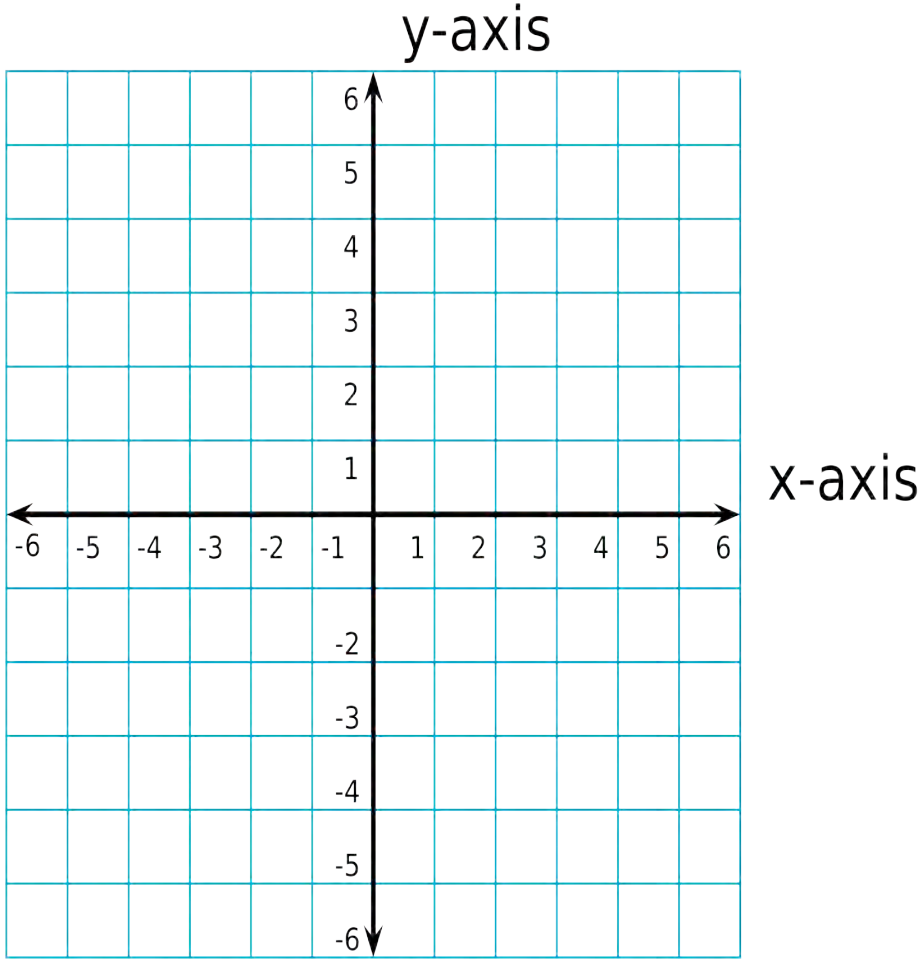
Number lines

Number lines are useful in various areas of math: adding subtracting, multiplying, dividing, fractions, decimals, percents, coordinate grids.



https://learnzillion.com/lessons/1732-identify-equivalent-fractions-using-a-number-line

Number lines as Coordinate grids

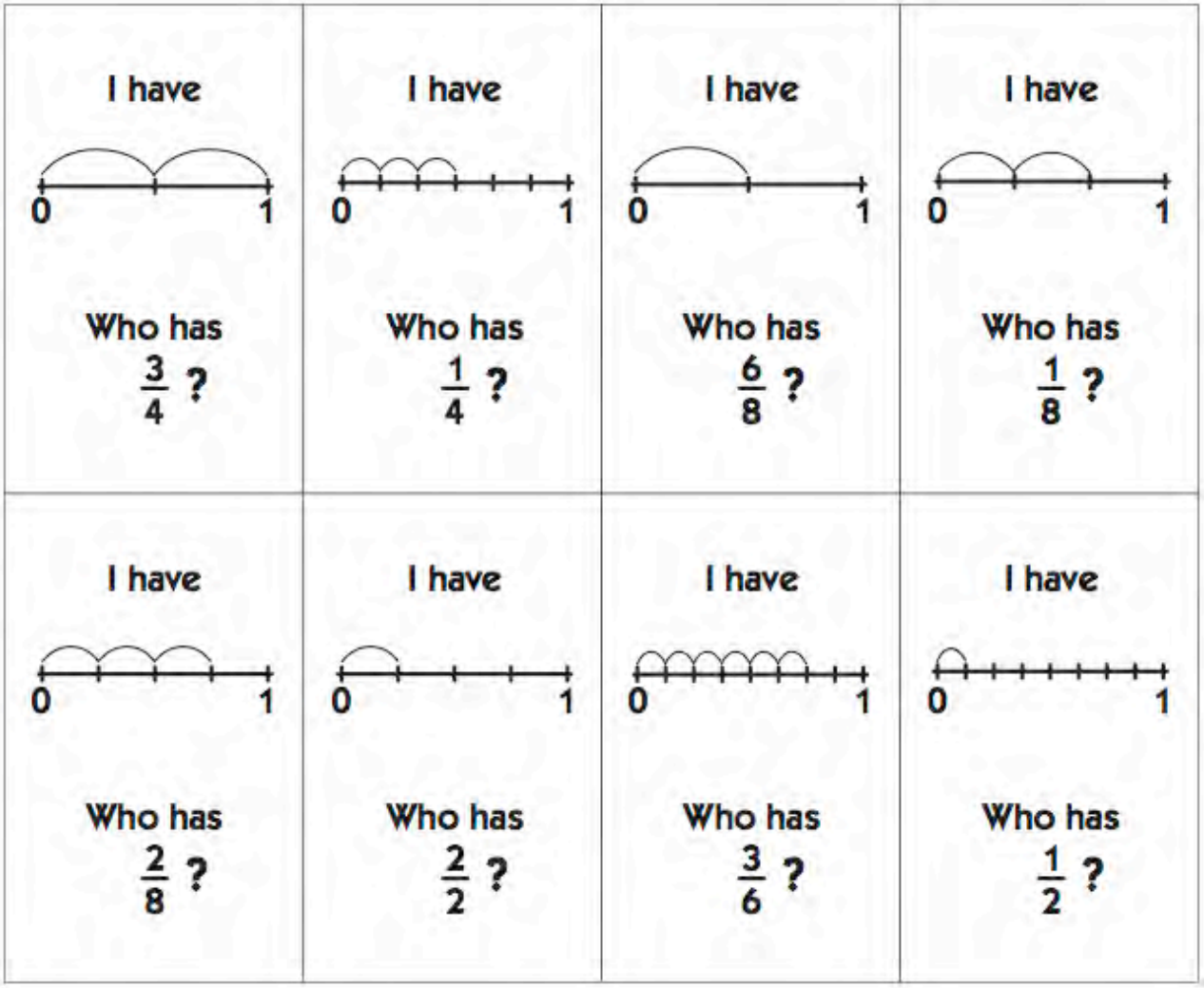


5th grade uses only positive integers on the X and Y axis

AGL and GT uses both negative and positive integers (all quadrants)

What can I do at home?

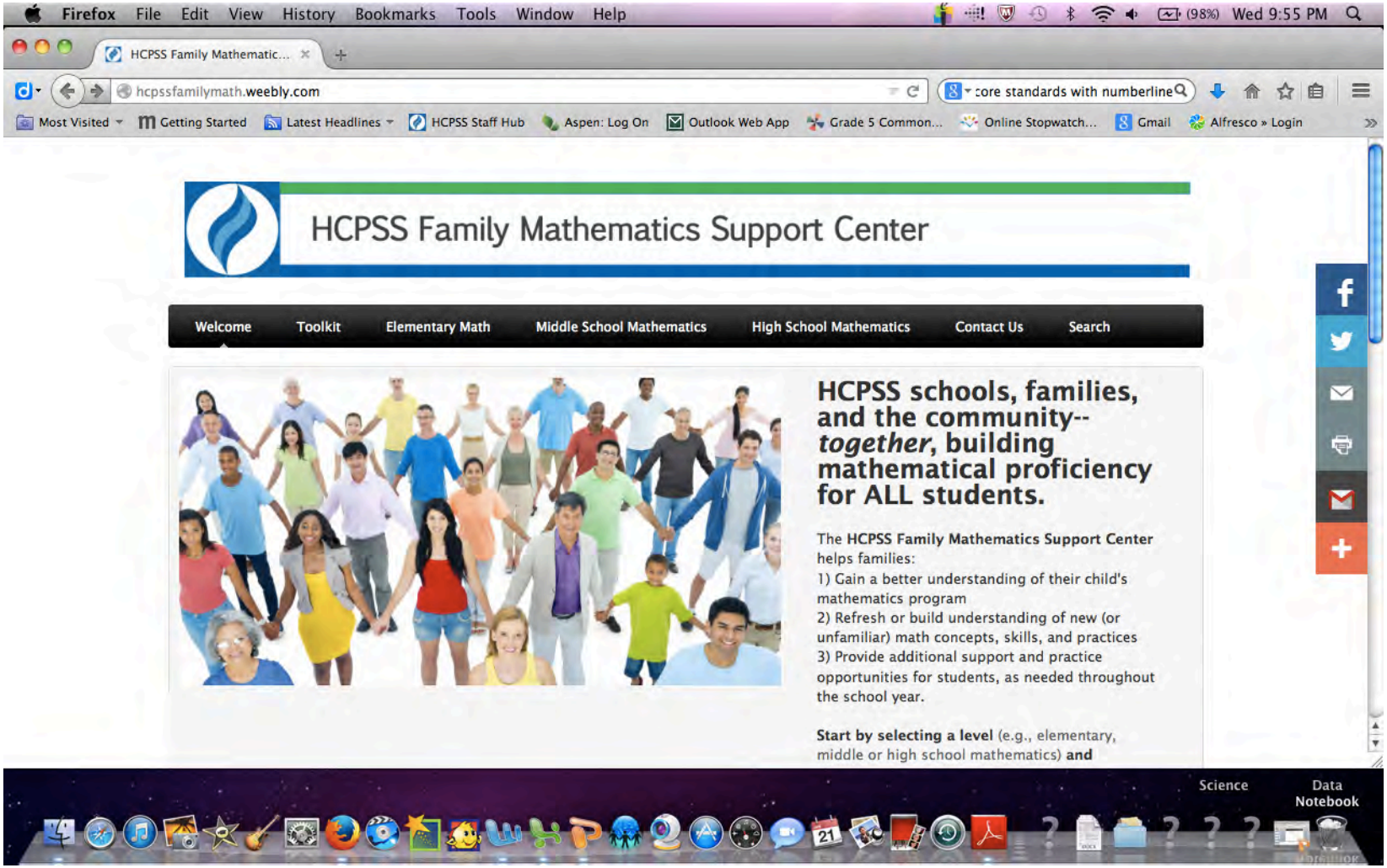
Use index cards or cut up a sheet of notebook paper to create "I have…Who has" cards.
These can be used to help with comparing fractions, finding equivalent fractions, and using pictures or models.



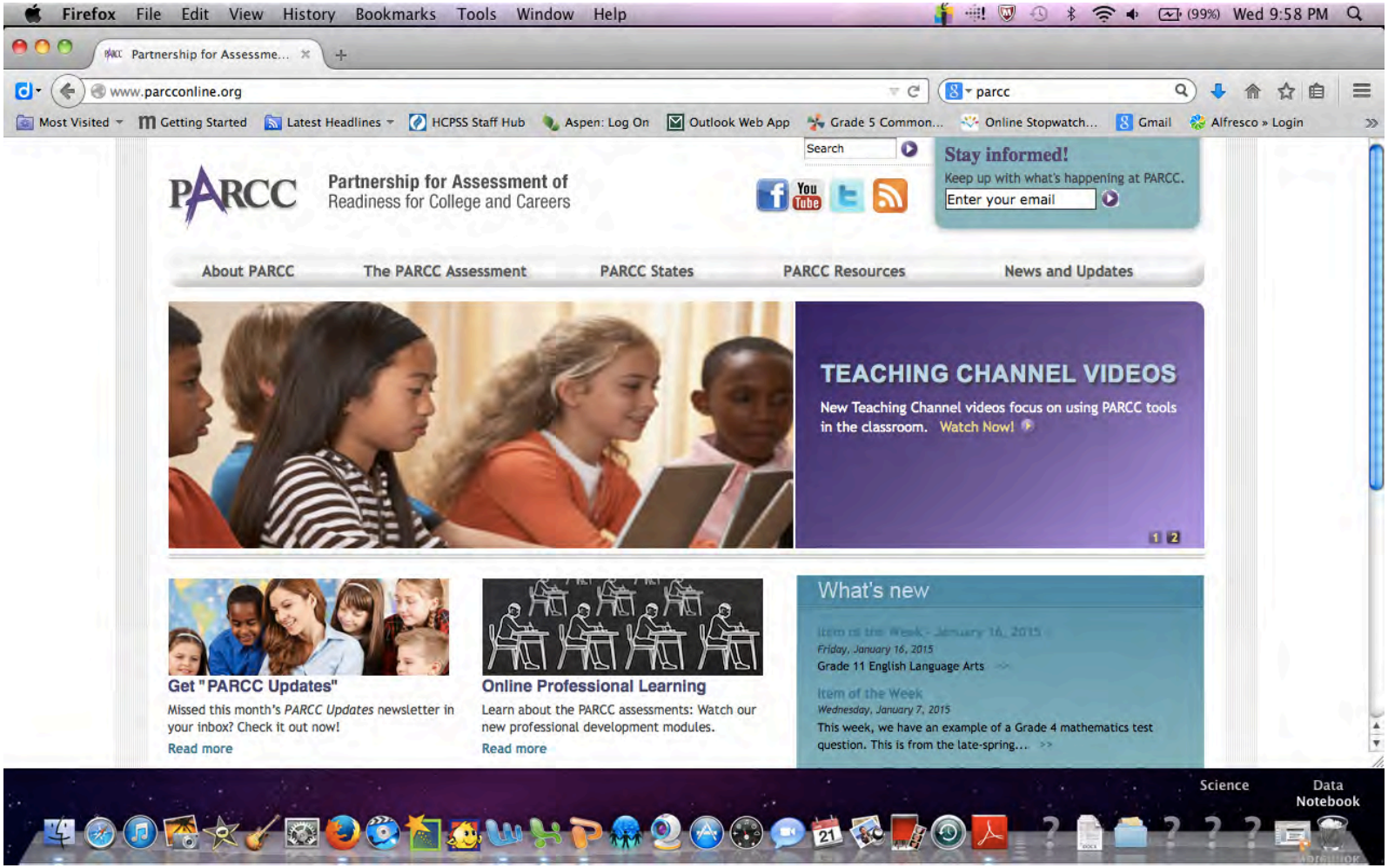
AGL Math use of Number Lines

- Draw a big number line on the board and give each student a fraction/decimal card (or combo of both). They come up one by one to stick their card on the number line. They help each other if need be for adjustments.
- Number lines to represent inequalities ($x < -4$)
- Comparing integers to decimals and/or fractions (2 separate number lines)

Online Resources
http://hcpssfamilymath.weebly.com



Online Resources
http://www.parcconline.org



The End!

Thank you for coming to Parent Curriculum Night
Your Parent support is priceless to your child
and their teachers.

If you have any Questions or Comments, please write it on a post-it note with your name and place it on the chart paper parking lot. We will e-mail or send a written response home with your child.

Please take a moment to complete the short Feedback Form before you leave.