



Fifth Grade
Curriculum at a Glance
for Parents

Grade Five Religion

The students will:

- Acknowledge with confidence God's plan of salvation as clearly revealed in Scripture.
- Determine whether selected Bible passages reveal God's Law, showing our sinfulness and our need for forgiveness, or God's Gospel message, the Good News of salvation by grace through faith in Jesus Christ, or both.
- Use Bible reference tools to discover Gospel passages.
- Praise God for His plan of salvation.
- Describe Scripture as the work of many human authors and yet the pure, "God-breathed" Word.
- Identify grace as the motivation for good works.
- Express joy and confidence in the forgiveness God freely offers them through Christ.
- Acknowledge Holy Scripture as the final authority for both doctrine and practice.
- Describe the impact of God's Law and Gospel on their lives.
- Compare the old covenant with God's new covenant in Jesus.
- Recognize signs of God's love and care in their own lives.
- Recognize that God is faithful, strengthens them, and gives them the victory over their enemies of sin, death, and the power of the devil.
- Express reliance on God and His Word for courage, wisdom, and direction throughout their lives.
- Recognize that no force is more powerful than God and His love for them in Christ.
- Identify opportunities in which the Holy Spirit can use them in service to God.
- Trust that God will accomplish His good purposes in their lives, even in times of conflict and crisis.
- Acknowledge Christ's forgiveness and rely on the Holy Spirit's power to enable them to share God's love with others, especially with those who have not yet heard the saving Gospel of salvation by grace through faith in Jesus.
- Express confident trust that Jesus their Savior will renew and strengthen them to respond with forgiveness toward others.
- Define worship as our response to God's grace in which we demonstrate our love, honor, and respect for Him in everything we say and do.
- Acknowledge Jesus as the Messiah, the Christ, who fulfilled Old Testament prophecies.
- Recognize that through the Means of Grace, the Holy Spirit leads people to acknowledge and trust in Jesus Christ as their Lord and Savior.
- Daily remember the covenant God made with them in Baptism as they repent of their sin and receive the full assurance of God's forgiveness.
- Realize that the Holy Spirit empowers them to live as God's children.
- Express confident trust in God's promise to work through the Means of Grace to help them overcome the temptations they face.
- Acknowledge that through His suffering and death, Jesus earned forgiveness of sin and eternal life for them and for all people.
- Appreciate the need to witness to all people, including people of every race, color, and nationality.
- Study Scripture references that describe the joy that awaits them in heaven through faith in Jesus Christ.

Grade Five English & Language Arts

Literature

The student will...

- 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.
- 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.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- 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.

Informational Text

- 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.
- 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 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.
- 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.
- 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.

Grade Five English & Language Arts

Foundational Skills

- 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 to read accurately unfamiliar multisyllabic words in context and out of context.
- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-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.

Writing Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses.
 - Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

Grade Five English & Language Arts

- 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, develop and strengthen writing as needed by planning, 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.
- 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.
 - Apply grade 5 Reading standards to literature.
 - Apply grade 5 Reading standards to informational texts.
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

- 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.
 - Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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.
- 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; speak clearly at an understandable pace.
- Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grade Five English & Language Arts

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - Form and use the perfect verb tenses.
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.
 - Use correlative conjunctions.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.
 - Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - Compare and contrast the varieties of English used in stories, dramas, or poems.
- 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.
 - Use context as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words to better understand each of the words.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Grade Five Mathematics

Operations and Algebraic Thinking

The students....

- 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. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.
- 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. Explain informally why this is so.

Number and Operations in Base Ten

- 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.
 - 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.
- 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.

Grade Five Mathematics

Number and Operations-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. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
- 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.
- 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.
- 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.
- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
 - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
 - Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
 - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.

Grade Five Mathematics

Measurement and Data

- Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.
- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - A cube with side length 1 unit, called a —unit cube, is said to have —one cubic unit of volume, and can be used to measure volume.
 - A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- 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.
 - 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.

Geometry

- 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.
- 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.
- 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.

Grade Five Social Studies

Exploration and Conflict: Ancient-1400s

The student...

- In this unit, students consider the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society.

Exploration and Conflict: 1000s–1600s

- This period begins with the encounters between American Indians and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration and settlement of North America. Students will analyze the competing interests of European nations and their American Indian counterparts.

Colonization: 1600s–1760s

- This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

The Road to Independence: 1750s–1770s

- The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution.

The American Revolution: 1770s–1780s

- The American Revolution cast a vision for a nation founded upon revolutionary ideas. The British attempts to regain its colonies are consistent with the actions of a sovereign nation. The American Revolution should be studied for a variety of reasons. Among these include efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.

Building a New Nation: 1770s–1790s

- The post-revolutionary period in the United States is a critical moment in U.S. history. During this era the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation.

Evaluation of Historical Evidence Skills

- Sourcing. Consider who wrote a document as well as the circumstances of its creation.
- Contextualization. Locate a document in time and place, and understand how these factors shape its content.
- Close reading. Examine the author's claims and evaluate the evidence used by the author to support those claims.
- Corroboration. Consider details across multiple sources to determine points of agreement and disagreement.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text.

Grade Five Social Studies

- Determine the meaning of general academic and domain-specific words and phrases in a text.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 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 text to support analysis, reflection, and research.

Geography Skills which apply to human (cultural) and natural (physical) systems

- Ask geographic questions such as spatial distributions, place, location, and scale.
- Acquire geographic information from sources such as primary and secondary sources, photographs, observation, maps, etc.
- Organize geographic information using a variety of methods including maps, graphs, diagrams, tables, charts, etc.
- Analyze geographic information to seek patterns, infer relationships, make predictions, make inferences, evaluate bias, and synthesize information.
- Answer geographic questions to construct knowledge and connect to the real world.

Economic Skills

- Ask economic questions about choices and consequences, incentives, and voluntary exchange.
- Acquire economic information from sources such as primary and secondary sources, surveys, reference material and observation.
- Analyze economic information using a variety of methods including diagrams, charts, graphs, and tables.
- Answer economic questions by presenting economic information in oral and written reports and through charts and diagrams.
- Exhibit decision making based on an understanding of consequences and cost/benefit.

Civics Skills:

- Use criteria to make judgments about the strengths and weaknesses of a position on an issue.
- Use criteria to arrive and defend a position that you can support.
- Adhere to the fundamental principles of common good and justice for all.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing your own clearly.

Grade Five Science

Matter and Its Interactions

The Student:

- Develop a model to describe that matter is made of particles too small to be seen.
- Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- Make observations and measurements to identify materials based on their properties.
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Motion and Stability: Forces and Interactions

- Support an argument that the gravitational force exerted by Earth on objects is directed down.

Energy

- Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

From Molecules to Organisms: Structures and Processes

- Support an argument that plants get the materials they need for growth chiefly from air and water.

Ecosystems: Interactions, Energy, and Dynamics

- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth's Place in the Universe

- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Earth's Systems

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Earth and Human Activity

- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Engineering Design

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.