What is my child learning in the 1st Quarter of 5th Grade?

Reading & Writing:

- Read 5th grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(5.RF.5)**
- Identify two or main ideas of story, text, or informational passage. **(5.RN.2.2)**
- Explain how the main ideas are supported by key details or facts from the passage being read. **(5.RN.2.2)**
- Summarize the story, text, or informational passage using his/her own words. **(5.RN.2.2)**
- Explain how an author uses reasons and evidence to support claims in a text. **(5.RN.4.1)**
- Identify which reasons and evidence support certain claims in a text. **(5.RN.4.1)**
- Describe two or more characters' traits (physical features, personality type), motivations (reasons for doing what he/she does), and feelings (emotions). **(5.RL.2.3)**
- Explain how the characters' actions impact the storyline (plot). **(5.RL.2.3)**
- Describe two or more settings (where and when) for a story. **(5.RL.2.3)**
- Explain how the setting impacts the storyline (plot). **(5.RL.2.3)**
- Identify two or more important events in the story like the *conflict (problem) and resolution (how the problem is solved)*. **(5.RL.2.3)**
- Explain how important events impact the storyline (plot). **(5.RL.2.3)**
- Use context clues (words and sentences around unknown words) to determine the meaning of unknown words or the meaning of what is being read. **(5.RV.2.1)**
- Use text features like *maps, charts, captions, illustrations, and headings* to determine the meaning of unknown words. **(5.RV.2.1)**
- Write stories that: **(5.W.3.3)**
    a. develop an introduction that allows the reader into the world around the event(s) or experience(s).
    b. organize events that unfold naturally.
    c. use dialogue (conversation) and details to develop the events and reveal characters' personalities, feelings, and motivations.
    d. use expressive vocabulary and figurative language (*simile, hyperbole, personification)* for effect.
    e. end the story that follows the experience(s) or event(s).

Math:

- Compare two decimals to the thousandths **and** determine which is greater than (bigger), less than (smaller), or equal to (same), using the correct symbol (>, <, =). Order decimals in sequence. **(5.NS.1)**

  67.438 _<_ 67.483 156.973 _>_ 156.793

- Multiply any multi-digit whole number by another multi-digit whole number. **(5.C.1)**

  3,567 x 49 = 174,783 509 x 73,284 = 37,301,556

  Also embedded in this objective is indicator **(5.C.8)** multiply decimals to the hundredths place.

  0.8 x 0.09 = 0.072 12.5 x 0.09 = 1.125

- Divide a whole number up to 4-digits (dividend) by a 2-digit number (divisor) WITH and WITHOUT remainders. **(5.C.2)**

  8,900 ÷ 25 = 356 *8,905 ÷ 32 = 278 R 9*

- Add and subtract decimals up to the hundredths. **(5.C.8)**

  485.36 + 563.09 = 1,048.45 907.54 – 638.48 = 269.06

  Also embedded in this objective is indicator **(5.C.8)** divide decimals to the hundredths place.

  1.92/0.32 = 6 5.25/0.75 = 7

- Use a strategy to solve multiplication problems and explain the solution. **(PTS:5.PS.1)**
- Use estimation to decide whether answers are reasonable in addition, subtraction, multiplication, and division. **(PTS:5.2.6)**

What is my child learning in the 2nd Quarter of 5th Grade?

Reading and Writing:

- Read 5th grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(5.RF.5)**
- Explain how an author uses reasons and evidence to support claims in a text. **(5.RN.4.1)**
- Identify which reasons and evidence support certain claims in a text. **(5.RN.4.1)**
- Quote accurately from a text (*"On page 14…" or "In the second paragraph…" or "In the third chapter…").* **(5.RN.2.1 & 5.RL.2.1)**
- Identify two or main ideas of story, text, or informational passage. **(5.RN.2.2)**

- Explain how the main ideas are supported by key details or facts from the passage being read. **(5.RN.2.2)**
- Summarize the story, text, or informational passage using his/her own words. **(5.RN.2.2)**
- Identify the theme (message author wants readers to learn) in a story, poem, or play. **(5.RL.2.2)**
- Tell how characters respond to challenges in a story, poem, or play. **(5.RL.2.2)**
- Tell how the speaker in a poem reflects on the topic of the poem. **(5.RL.2.2)**
- Recognize the meaning and significance of imagery - represent objects, actions and ideas in such a way that it appeals to our physical senses. **(5.RV.3.1)**

  It was dark and dim in the forest. – The words "dark" and "dim" appeal to our eyes.

  The children were screaming and shouting in the fields. - "Screaming" and "shouting" appeal to our ears.

- Recognize the meaning and significance of symbolism – an object representing something more significant or important. **(5.RV.3.1)**
  The dove is a symbol of peace.

  A red rose or red color stands for love or romance.

- Recognize the meaning and significance of a simile. **(5.RV.3.1)**
  Jared is as fast as a cheetah. (Comparing Jared to a cheetah using "like" or "as")
- Recognize the meaning and significance of a metaphor. **(5.RV.3.1)**
  Life is a rollercoaster. (Comparing life's ups and downs to a rollercoaster WITHOUT using "like" or "as")
- Recognize the meaning and significance of hyperbole (using exaggeration). **(5.RV.3.1)**
  Timothy has a million things to do.
- Write persuasive pieces that: **(5.W.3.1)**
  a. clearly state a position (opinion) on an issue.
  b. identify the audience (Mayor, teacher, community organization)
  c. support the position in an organized and logical way with facts and details from various reliable sources.
  d. provide a closing argument for the stated opinion.

Math:

- Use a number line to order fractions (¼), mixed numbers (6 ¾), and decimals to the thousandths (15.625). **(5.NS.1)**
- Use a number line to compare fractions (¼), mixed numbers (6 ¾), and decimals to the thousandths (15.625) **and** determine which is greater than (bigger), less than (smaller), or equal to (same) and use the correct symbol (>, <, =). **(5.NS.1)**
- Understand percents as part of a hundred. **(5.NS.6)**
  (54% is 54 out of 100)
- Interpret percents as part of a hundred. **(5.NS.6)**
  (If 78 out of 100 students voted for Class President. What % voted? What % did not vote? Answers: 78% voted, 22% did not vote.)
- Model percents as part of a hundred. **(5.NS.6)**
  (62% of the class prefers summer over winter. Color the percent preferring summer in red on the 100's chart. Color the percent preferring winter in blue on the 100's chart. Answers: 62 squares colored red, 38 squares colored blue).
- Add fractions, including mixed numbers, with UNLIKE denominators. **(5.C.4.1)**
- Subtract fractions, including mixed numbers, with UNLIKE denominators. **(5.C.4.2)**
- Students will learn to identify and use Greatest Common Factors, Least Common Multiples to solve addition and subtraction problems.
- Students will be expected to convert Mixed Number to Improper Fractions and vice versa as part of adding and subtracting fractions
- Multiply a fraction by another fraction. **(5.C.5)**
- Divide a whole number (1, 14, 27) by a fraction (½, 2/3, ¾). **(5.C.7)**
- Use a strategy to solve division problems and explain the solution. **(PTS:5.PS.1)**

What is my child learning in the 3rd Quarter of 5th Grade?

Reading & Writing:

- Identify two or main ideas of story, text, or informational passage. **(5.RN.2.2)**
- Explain how the main ideas are supported by key details or facts from the passage being read. **(5.RN.2.2)**
- Summarize the story, text, or informational passage using his/her own words. **(5.RN.2.2)**
- Explain how an author uses reasons and evidence to support claims in a text. **(5.RN.4.1)**

- Identify which reasons and evidence support certain claims in a text. **(5.RN.4.1)**

- Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (**5.RL.2.1)**
- Write responses to literature or informational texts to demonstrate understanding. Be able to refer to the evidence in the text to support your analysis, reflection, opinion, and research. **(PTS: 5.5.2)**
- Write informative pieces like "Ways to Save Water" that: **(5.W.3.2)**
    a. provides an introductory paragraph stating a clear topic (main idea).
    b. contains supporting paragraphs with topic and summary sentences.
    c. organizes the supporting sentences and paragraphs logically.
    d. has facts, details, and examples to support the topic sentences of each paragraph.
    e. concludes the writing with a well-constructed paragraph.
- Recognize the meaning and significance of imagery - represent objects, actions and ideas in such a way that it appeals to our physical senses. **(5.RV.3.1)**

  It was dark and dim in the forest. – The words "dark" and "dim" appeal to our eyes.

  The children were screaming and shouting in the fields. - "Screaming" and "shouting" appeal to our ears.

- Recognize the meaning and significance of symbolism – an object representing something more significant or important. **(5.RV.3.1)**
  The dove is a symbol of peace.

  A red rose or red color stands for love or romance.

- Recognize the meaning and significance of a simile. **(5.RV.3.1)**
  Jared is as fast as a cheetah. (Comparing Jared to a cheetah using "like" or "as")

- Recognize the meaning and significance of a metaphor. **(5.RV.3.1)**
  Life is a rollercoaster. (Comparing life's ups and downs to a rollercoaster WITHOUT using "like" or "as")
- Recognize the meaning and significance of hyperbole (using exaggeration). **(5.RV.3.1)**
  Timothy has a million things to do.
- Identify the theme (message author wants readers to learn) in a story, poem, or play. **(5.RL.2.2)**

- Tell how characters respond to challenges in a story, poem, or play. **(5.RL.2.2)**
- Tell how the speaker in a poem reflects on the topic of the poem. **(5.RL.2.2)**

Math:

- Define one or two variables (unknown numbers) using a letter (x, y, b) to represent both variables. **(5.AT.8)**
- Use one or two variables (unknown numbers) to write equations that come from real-world problems. **(5.AT.8)**

  On Monday, Olivia purchased twelve times more books than pens. She bought 10 pens. Set up an expression that would show this.
  b (books) = 12p
  b = 12p
  b = 12 (10) or 12 x 10
  b=120 books
- Graph whole number coordinates like (5,4) on a coordinate plane. **(5.AT.6)**
- Explain how the coordinates relate from the origin (0,0) on each axis (x,y). **(5.AT.6)**
  (Coordinates (5,4) are over to the 5 right on the 'x' axis and up 4 on the 'y' axis.)

- Know the relationship between radius and diameter. **(5.G.1)**

  Radius – distance from the middle of a circle to the outside.
  Half as much as the "diameter."
  Diameter – distance from one side of the circle to the other.
  Twice as much as the "radius."
- Identify and classify *quadrilaterals (4-sided shapes), pentagons, hexagons, and triangles* based on *angle measures (right, acute, obtuse)* and *sides.* **(5.G.2)**
- Apply the **area** formula for a triangle. **(5.M.3)** **area (a) = ½ base (b) x height (h)**
- Apply the **area** formula for a parallelogram. **(5.M.3)** **area (a) = base (b) x height (h)**
- Apply the **area** formula for a trapezoid. **(5.M.3)** **area (a) = a + b x h**

- Apply the **volume** formula. **(5.M.5)** **volume (v) = length (l) x width (w) x height (h)**
- Use a strategy to solve fraction problems and explain the solution. **(PTS:5:PS.1)**

What is my child learning in the 4th Quarter of 5th Grade?

Reading & Writing:

- Determine the meaning of words by applying the knowledge of word structure elements, known words, and word patterns. **(5.RV.2.4)**
- Read 5th grade stories, passages, and text smoothly, accurately (making very few, if any, mistakes), and with expression, understanding what is being read. **(5.RF.5)**
- Write responses to literature or informational texts to demonstrate understanding. Be able to refer to the evidence in the text to support your analysis, reflection, opinion, and research. **(PTS: 5.5.2)**

Math:

- Use the commutative property (swap numbers and still get the same answer) of addition and multiplication. **(5.C.9)**

563,124 + 49,405 = 612,529

49,405 + 563,124 = 612,529

8,034 x 597 = 4,796,298

597 x 8,034 = 4,796,298

- Use the associative property (does not matter how we group the numbers) of addition and multiplication. **(5.C.9)**

(a + b) + c = a + (b + c)

(a x b) x c = a x (b x c)

(16 + 14) + 10 = 16 + (14 + 10)
(30) + 10 = 16 + (24)
30 + 10 = 16 + 24
40 = 40

(10 x 4) x 7 = 10 x (4 x 7)
(40) x 7 = 10 x (28)
40 x 7 = 10 x 28
280 = 280

- Use the distributive property. **(5.C.9)**

a × (b + c) = a × b + a × c
6 x (9 + 5) = 6 x 9 + 6 x 5
= 54 + 30
= 84

- Convert among different- sized standard measurement units within a given measurement system. (cups, pints, quarts, gallons) (inches, feet, miles) **(5.M.1)**

  Example: Sue made 4 gallons of punch. How many servings will this make if each serving is one cup?

- Know how to determine the *mode, median, and mean* in a data set. **(5.DS.2)**

  Mode – the number in a data set that occurs MOST often.
  Median – the MIDDLE number in a data set.
  Mean – the AVERAGE of a data set.