

# **William Floyd School District**



## **Parent Handbook**

**Fifth Grade**



## MESSAGE FROM THE SUPERINTENDENT

**Kevin M. Coster**



Dear Parents,

The core mission of the William Floyd School District is to educate and prepare our students for successful and productive lives. To that end, the District's instructional program "Parent Handbook" is designed to provide parents with the understanding of what their children are expected to learn and perform in each grade level. By keeping parents informed and as active participants, our hope is that they will be aware of what their children are learning in school, enabling them to provide better educational assistance and support and ask more precise questions about their progress. With schools and parents working together, our students will surely succeed. Thank you for working in collaboration and partnership with us to help your children become successful both in learning and in life.

Sincerely,

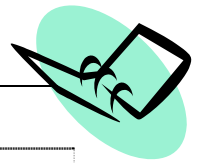
A handwritten signature in black ink, appearing to read 'K. Coster', enclosed within a light blue oval shape.

Kevin M. Coster  
Superintendent of Schools



**William Floyd  
School District**

240 Mastic Beach Road  
Mastic Beach, NY 11951



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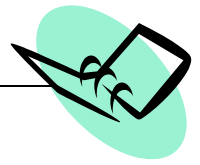
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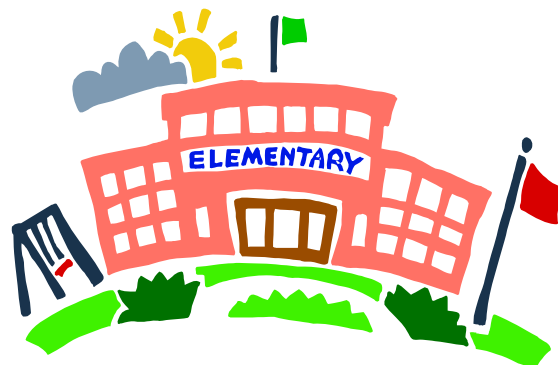


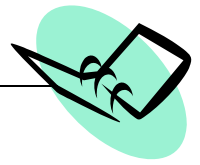
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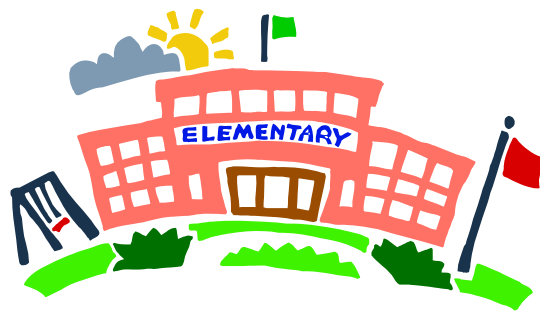


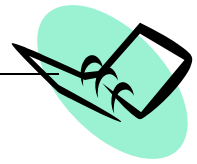


## TABLE OF CONTENTS

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<u>CURRICULUM GUIDE DEFINITIONS</u>	<u>1</u>
<u>PARENT’S GUIDE TO SUCCESS</u>	<u>5</u>
<u>THIRD GRADE CURRICULUM GUIDE</u>	<u>9</u>
<u>CHARACTER EDUCATION</u>	<u>32</u>
<u>APPENDIX</u>	<u>33</u>





## CURRICULUM GUIDE DEFINITIONS

These pages are to help serve as a resource in understanding terminology that is used throughout the curriculum guide.



### ENGLISH LANGUAGE ARTS



**Reader's Workshop** – Reader's workshop is designed to build on each student's reading strengths and meet his/her reading needs. Teachers and students work together to build comprehension skills. The components of reader's workshop include:

- ✚ *Mini Lesson* – focuses on a particular skill being taught.
- ✚ *Guided Reading* – with teacher support, in a small group setting.
- ✚ *Shared Reading* – reading books that are “just right” which are books that students self-select and are able to read and comprehend.
- ✚ *Word Work* – practice the reading of word families to increase fluency (e.g., *est - west, best, nest, test; able* means can do – *capable, agreeable, acceptable, adorable*).

**Genres** – During reader's workshop, students engage in reading a variety of genres that are fiction and non-fiction:

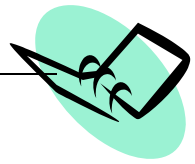
#### Types of Fiction Genres (stories that are not true):

- *Realistic fiction* – stories that could be real but are not true.
- *Historical fiction* – stories that include some part of history.
- *Science fiction* – stories that include elements of science.
- *Fantasy* – stories that cannot occur and include folktales, fairy tales, myths, and legends. These stories often teach lessons and are passed down from generation to generation.

#### Types of Non-Fiction Genres (stories that give accurate, truthful information)

- *Informational text* – gives us information about history, science, language or other subjects.
- *Biography* – tells about people's lives.
- *Autobiography* – a person tells about his or her own life.
- *Memoir* – the author writes about an experience in his or her own home.

**Fluency** – Fluency is the ability to read text quickly and accurately. Readers use the punctuation to help them say the text fluently like they speak. When we read, it sounds like we are talking. When we see a period or comma, we need to pause or take a breath. When characters are talking in the text, we can give each character a voice to help determine who is speaking.



**Sight Words** – Sight words are words that are immediately recognizable as whole words and do not require word analysis for recognition (i.e., *the, and, was, that*, etc.). To read fluently with understanding, readers need instantly to recognize about 95% of words with text. In the beginning stages of reading, children recognize certain words by sight, and these words help them figure out that letters and sounds are related.

**High Frequency Words** – Words that are most often used when speaking, reading, and writing.

**Phonics** – Phonics instruction involves teaching children the relationships between letters and individual sounds (phonemes). It is the ability to solve words while reading and spelling. Phonics instruction stresses symbol-sound relationships (decoding) and is used especially in primary grades.

**Decoding** – Decoding is the process of identifying unknown words by using knowledge of letter-sound associations. Decoding includes:

- ✚ *Letter-sound association* (e.g., “m” says /m/).
- ✚ *Letter combinations* (e.g., “ch” says /ch/ in chair).
- ✚ *Blending initial letter sounds* with common spelling patterns to read words (e.g., /s/ /at/ - sat).

**Structural Analysis** – Structural analysis is the process of recognizing unknown words by using knowledge of word structure. Structural analysis includes:

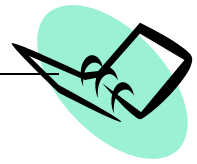
- ✚ *Base words* – also called a root word (e.g., *wilt* in *wilted*).
- ✚ *Compound words* – two words combined to make a new word (e.g., *sunset*).
- ✚ *Inflectional endings* (e.g., *-ed* in *wilted*).
- ✚ *Suffixes* – word endings (e.g., *-less* in *careless*).
- ✚ *Prefixes* – word beginnings (e.g., *un* in *unhappy*).
- ✚ *Contractions* – combining two words joined by an apostrophe (e.g., *isn’t* for *is not*).
- ✚ *Verbs* – words that describe action or being (action words e.g., *run, walk, laugh*; being verbs e.g. *am, are, is*).

**Synonyms** – Words with the same or similar meaning (e.g., *happy/cheerful*).

**Antonyms** – Words with the opposite meaning (e.g., *happy/sad*).

**Homonyms** – A word that is spelled or pronounced in the same way as one or more other words, but has a different meaning.

- ✚ *Homophones* – a word that is pronounced the same as another word but differs in meaning. A short example of a homophone is the words *know* and *no*.
- ✚ *Homograph* – one of a group of words that share the same spelling but have different meanings. An example of a homograph is: “Will you please *close* that door!” or “The tiger was so *close* that I could smell it.”



### **Comprehension Strategies**

Students are taught to think while they are reading so that they understand the meaning of a text. There are two ways to think about text: 1) Literal and 2) Inferential. *Literal* thinking is when readers think about what is stated in the text, while *inferential* thinking is when the readers use what they know about the text and their background knowledge. *Inferential* thinking is what is “between the lines.” Teachers and students engage in a variety of reading strategies which help them to comprehend text. Strategies used are:

- ✚ *Solving words* – students use problem solving strategies to recognize, decode, and/or understand the meaning of words.
- ✚ *Monitoring and correcting* – students check on whether their reading sounds right, looks right, and makes sense.
- ✚ *Gathering* – students identify and select information from print (*literal*).
- ✚ *Predicting* – students will say in advance what they believe will happen next (*inferential*).
- ✚ *Maintaining fluency* – students will read easily and smoothly.
- ✚ *Adjusting* – students read in different ways for different purposes with a variety of texts (e.g., readers read at a slower pace when reading non-fiction texts).
- ✚ *Connecting* – students show or think of how two or more things are related (*literal/inferential*).
- ✚ *Inferring* – students will arrive at a decision or opinion by reasoning from known facts or evidence within a text (*inferential*).
- ✚ *Summarizing* – students present the substance or general idea of a text in brief form (*literal*).
- ✚ *Synthesizing* – students bring together information from the text and from personal, world, and literacy knowledge to create new understanding about what they have read (*inferential*).
- ✚ *Analyzing* – students closely examine elements of a text to achieve a greater understanding of how it is constructed (*inferential*).
- ✚ *Critiquing* – students judge or evaluate a text based on personal, world, or text knowledge (*inferential*).

**Story Elements** – Students are taught to use their comprehension strategies to understand the setting, character(s), and plot.

- ✚ *Setting* - the time, location, weather conditions, social times, and mood in which a story takes place is called the setting.
- ✚ *Character* - a character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
- ✚ *Plot* - the plot is how the author arranges events to develop his basic idea. It is the sequence of events (beginning, middle, and end) in a story.

When analyzing the story elements, students think about events that take place, the problem(s), the causes and effects of events and/or problems, the solution to problems, the main idea (mostly about), theme, lesson, moral, and/or author’s purpose of a story.

**Writing** – Is throughout all curriculum areas.

- ✚ Skills Strand.
- ✚ Listening and Learning domains.
- ✚ Common Core Literacy Modules.
- ✚ Guided Reading.
- ✚ Social Studies.
- ✚ Science.





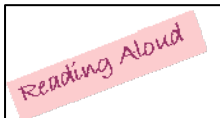


**Writing Process** - Teachers confer with students during the stages of the writing process. Children write using the writing process which includes:

- ✚ *Pre-write* – the writer brainstorms ideas they may want to write about.
- ✚ *Rough draft* – the writer gets all their ideas down on paper.
- ✚ *Revision* – the writer reviews their writing to make sure it is developed, organized, has voice, appropriate word choice and sentence fluency.
- ✚ *Edit* – the writer checks for appropriate use of conventions (see definition below).
- ✚ *Final draft* – the writer incorporates all revisions and editing into the final writing piece.
- ✚ *Publish* – the writer decides how to present their writing to other readers.

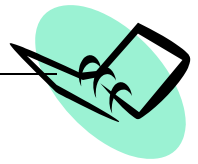
**Six Traits Of Writing** - During the writing process, teachers address the six traits of writing through mini lessons and conferring with students. The six traits include:

- ✚ *Idea Development* – the ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.
- ✚ *Organization* – the internal structure of a piece of writing which includes a lead, a beginning-middle-end, a sequencing of events, transitions, and a conclusion.
- ✚ *Voice* – the voice is the heart and soul, and the magic, along with the feeling and conviction of the individual writer coming out through the words.
- ✚ *Word Choice* – the use of rich, colorful, precise language that moves and enlightens the reader.
- ✚ *Sentence Fluency* – the rhythm and flow of the language, the sound of word patterns and sentences, the way in which the writing sounds.
- ✚ *Conventions* – the mechanics correctness of the piece which includes spelling, grammar and usage, paragraphing, capitals and punctuation.



**Read Alouds/Close Reading** - Read Alouds/Close Reading are used as a foundation for literacy learning and are referred to during reader's and writer's workshop and across the content areas of Social Studies and Science. Providing students with the opportunity to read challenging text and reading aloud to students allows them to experience a variety of quality texts in different genres. It invites discussion and comment from students while the teacher models and fosters comprehension of a variety of texts.





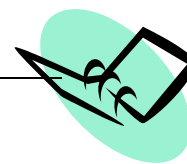
## SCIENCE



**Scientific Process** – Students engage in science by investigating using the scientific process. The scientific process includes:

- ✚ *Question* – What do we want to learn?
- ✚ *Hypothesis* – What do we think will happen?
- ✚ *Materials* – What will we use to prove/disprove our hypothesis?
- ✚ *Procedure* – What steps will we take to prove/disprove our hypothesis?
- ✚ *Results* – Analyze what happened during the procedure.
- ✚ *Conclusion* – The answer to the question which proves/disproves the hypothesis. We answer the question “why.”





# PARENT'S GUIDE TO Student Success



This guide provides an overview of what your child will learn by the end of 5<sup>th</sup> grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the new Common Core State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 6<sup>th</sup> grade.

## WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

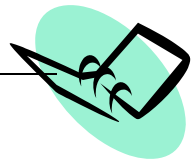
## HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing—beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

### THIS GUIDE INCLUDES:

- An overview of some of the key things your child will learn in English/literacy and math in 5<sup>th</sup> grade.
- Ideas for activities to help your child learn at home.
- Topics of discussion for talking to your child's teacher about his or her academic progress.



## English Language Arts & Literacy

In 5<sup>th</sup> grade, your child will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literacy and informational sources will be key to your child’s continuing success. Your child will write stories or essays that are several paragraphs long. By devoting significant time and effort to producing numerous written pieces over short and extending timeframes throughout the year, he or she also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to make himself or herself understood.

### A Sample of What Your Child Will be Working on in 5<sup>th</sup> Grade

- Summarizing the key details of stories, dramas, poems, 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.
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer’s point of view.
- Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action.
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas).
- 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.
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing.
- 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*.
- Producing writing on the computer.

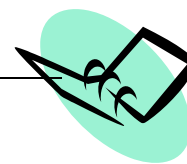
### Talking to Your Child’s Teacher

#### Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5<sup>th</sup> grade, these include:

- Reading closely and drawing evidence from grade-level fiction and nonfiction materials, including the ability to quote accurately from them when answering questions.
- Adjusting communications to accomplish a particular purpose (e.g., providing more background information for audiences who do not know the topic well).

Ask to see a sample of your child’s work. Ask the teacher questions such as is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



## Mathematics

Fifth grade is a milestone and a pivot point for students. The classroom focus on arithmetic during the elementary grades will develop into a more formal study of algebra in middle school. To be ready for algebra, students must have an understanding of fractional arithmetic, in part because even simple equations cannot be solved without fractions. Because of this, whole-number arithmetic comes mostly to a close in 5<sup>th</sup> grade, while multiplying and dividing fractions becomes a major focus.

### A Sample of What Your Child Will Be Working on in 5<sup>th</sup> Grade

- Adding and subtracting fractions with unlike denominators (e.g.,  $2 \frac{1}{4} - 1 \frac{1}{3}$ ), and solving word problems of this kind.
- Multiplying fractions; dividing fractions in simple cases; and solving related word problems (e.g., finding the area of a rectangle with fractional side lengths; determining how many  $\frac{1}{3}$ -cup servings are in 2 cups of raisins; determining the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share  $\frac{1}{2}$  pound of chocolate equally).
- Generalizing the place-value system to include decimals, and calculating with decimals to the hundredths place (two places after the decimal).
- Multiplying whole numbers quickly and accurately, for example  $1,638 \times 753$ , and dividing whole numbers in simple cases, such as dividing 6,971 by 63.
- Understanding the concept of volume, and solving word problems that involve volume.
- Graphing points in the coordinate plane (two dimensions) to solve problems.
- Analyzing mathematical patterns and relationships.

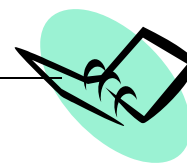
#### Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5<sup>th</sup> grade, these include:

- Doing arithmetic and solving word problems with multi-digit numbers.
- Doing arithmetic and solving word problems with fractions.

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Talking to  
Your Child's  
Teacher



# Help Your Child Learn at Home



Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

**Additionally, here are some activities you can do with your child to support learning at home:**

## ENGLISH LANGUAGE ARTS & LITERACY

- Invite your child to read his or her writing out loud to other family members. Ask questions about your child's work choices and ideas.
- Discuss your family stories and history. Encourage your child to ask relatives questions about their lives. Put the information together in an album or brainstorm different ways to tell family tales, such as poems or short stories.
- Go to a play or musical with your child. Discuss the way the actors bring the words to life.

## MATHEMATICS

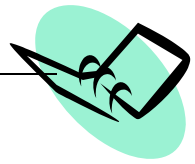
Look for "word problems" in real life. Some 5<sup>th</sup> grade examples might include:

- Doing arithmetic with decimals, for example when balancing a checkbook.
- Multiplying with fractions – for example, if you used about  $\frac{2}{3}$  of a  $\frac{3}{4}$ -cup measure of vegetable stock, then how much stock did you use? About how much is left?
- Using the length, width, and depth of a garden plot to determine how many bags of garden soil to buy.

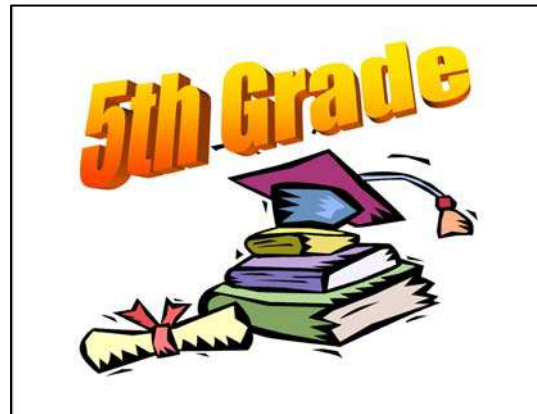
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For more information, the full standards are available at  
[www.corestandards.org](http://www.corestandards.org).

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## FIFTH GRADE CURRICULUM GUIDE



### WHAT YOUR CHILDREN WILL BE TAUGHT IN FIFTH GRADE

The purpose of this guide is to provide parents and guardians with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Health, Technology, Art, Music, and Physical Education throughout the fifth grade school year. The curriculum of the William Floyd School District follows the Common Core Standards adopted by the Department of Education of the State of New York on July 19, 2010. We believe that the partnership between school and home is of vital importance to your child's social, emotional, and academic success. This guide is designed to be a reference for you so that you are aware of what your child is expected to learn and to help you reinforce your child's learning.

#### LANGUAGE ARTS

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##### Reading Standards for Literature

##### College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.



5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

10. Read and comprehend complex literacy and informational texts independently and proficiently.

### **Reading Grade 5**

#### **Key Ideas and Details**

#### **1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

- Read to collect facts and ideas from multiple literature stories.
- Identify missing information and irrelevant information.
- Identify information that is implied rather than stated.
- Make inferences and draw conclusions, on the basis of information from the text.
- Identify literary elements, such as setting, plot, and character of different genres.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - a central idea supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
  - state or summarize a main idea and support/elaborate with relevant details

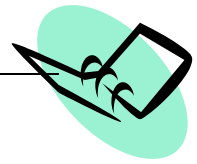
#### **2. Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects.**

- Skim material to gain an overview of content or locate specific information.
- Identify main ideas and supporting details in literary texts to distinguish relevant and irrelevant information.
- Identify literary elements, such as setting, plot, and character of different genres.
- Identify the ways in which characters change and develop throughout a story.
- Recognize how different authors treat similar themes.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - a central idea supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Define characteristics of different genres (e.g., poetry, realistic fiction, historical fiction).

#### **3. 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).**

- Identify literary elements, such as setting, plot, and character of different genres.





- Identify the ways in which characters change and develop throughout a story.
- Identify different perspectives such as social, cultural, ethnic and historical on an issue presented in one or more than one text.

### **Craft and Structure**

**4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**

- Understand how the author uses literary devices, such as simile, metaphor, and personification, to create meaning.  
-note and describe aspects of the writer's craft

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

- Identify literary elements, such as setting, plot, and character of different genres.
- Recognize that the same story can be told in different genres such as novels, poems, or plays - characteristics of various genres.  
-use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding

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

a. Recognize and describe how an author's background and culture affect his or her perspective.

- Recognize how different authors treat similar themes.
- Compare characters in literature to people in own lives – perspective.
- Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text.  
-present a point of view or interpretation of a text such as its theme, and support it with significant details from the text

### **Integration of Knowledge and Ideas**

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

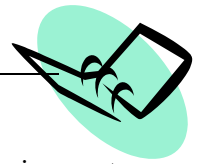
- Define characteristics of different genres.
- Identify literary elements such as setting, plot, and character of different genres.
- Use established criteria to analyze the quality of information within a text.

8. (Not applicable to Literature)

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

- Compare and contrast information on one topic from multiple sources within the same genre.  
-compare and contrast information from multiples sources of different genres with similar themes and topics
- Recognize that the same story can be told in different genres, such as novels, poems, or plays.
- Recognize how different authors treat similar themes.
- Identify different perspectives such as social, cultural, ethnic and historical on an issue presented in one or more than one text.

**10. 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.**



- Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - a central idea supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
  - read a variety of grade level texts for a variety of purposes with understanding
  - demonstrate comprehension of grade level texts through a range of responses, such as writing, drama, and oral presentations
- Show motivation to read.
  - show interest in a wide range of texts, topics, and genres for reading
  - read voluntarily for a variety of purposes
  - be familiar with titles and authors of a wide range of literature
  - engage in independent silent reading for an extended period of time



**Responding to Literature**

**11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.**

- a. Self-select text to develop personal preferences regarding favorite authors.
- b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.
  - Read, view, and interpret literary texts from a variety of genres.
  - Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups.
  - Recognize that the same story can be told in different genres such as novels, poems, or plays.
  - Compare characters in literature to people in own lives.
  - Identify different perspectives such as social, cultural, ethnic and historical on an issue presented in one or more than one text.
    - read grade-level texts and answer literal, inferential and evaluative questions

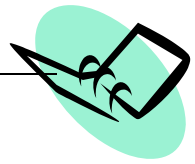
**Writing Standards**

**College and Career Readiness Anchor Standards for Writing**

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Reading Standards for Informational Text Grade 5**

**Key Ideas and Details**

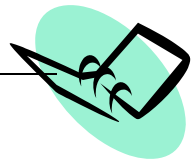
**1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

- Read to collect facts and ideas from multiple texts.
- Identify missing information and irrelevant information.
- Identify information that is implied rather than stated.
- Make inferences and draw conclusions, on the basis of information from the text.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - a central idea supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Read to collect and interpret data, facts, and ideas from multiple sources.
  - state or summarize a main idea and support/elaborate with relevant details

**2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**

- Identify main ideas and supporting details in informational texts.
- Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information.
- Recognize how different authors treat similar themes.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - a central idea supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Read to collect and interpret data, facts, and ideas from multiple sources.

**3. 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.**



- Identify the ways in which individuals interact and impact events.
- Identify different perspectives such as social, cultural, ethnic and historical on an issue presented in one or more than one text.
- Recognize how different authors treat similar themes.
- Read to collect and interpret data, facts, and ideas from multiple sources.
- Compare and contrast information on one topic from multiple sources.
- Recognize how new information is related to prior knowledge or experience.

### Craft and Structure

#### 4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 specific topic or subject area.

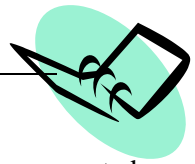
- Read to collect and interpret data, facts, and ideas.
  - identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
  - recognize the types of language (e.g., formal, jargon, informal vocabulary and email conventions) that are appropriate to social communication
  - use prior knowledge and experience in order to understand ideas and vocabulary found in informational text
  - acquire new vocabulary by reading a variety of texts
  - determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources
  - use a thesaurus to identify synonyms and antonyms
  - recognize irregularly spelled content vocabulary
  - use prior knowledge and experience in order to understand ideas and vocabulary found in texts

#### 5. 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.

- Read the steps in a procedure in order to accomplish a task such as completing a science experiment.
- Identify supporting details in informational texts.
- Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information.
- Recognize how different authors treat similar themes.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - a central idea supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Read to collect and interpret data, facts, and ideas from multiple sources.
- Use established criteria to analyze the quality of information in a text.
- Use text features, such as headings, captions, and titles, to understand texts.
- Recognize organizational formats to assist in comprehension of informational texts.
  - use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding

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

- Recognize how different authors treat similar themes.
- Identify the ways in which individuals interact and impact events.



- Identify different perspectives such as social, cultural, ethnic and historical on an issue presented in one or more than one text.
- Define characteristics of different genres (e.g., biography, informational text).
  - present a point of view or interpretation of a text such as its theme, and support it with significant details from the text

### **Integration of Knowledge and Ideas**

#### **7. Draw on information from multiple print or digital sources demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.**

- Define characteristics of different genres.
- Identify literary elements such as setting, plot, and character of different genres.
- Recognize how different authors treat similar themes.
- Evaluate information, ideas, opinions, and themes texts by identifying:
  - a central idea and supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Identify different perspectives, such as social cultural, ethnic, and historical, on an issue presented in one or more than one text.
- Skim material to gain an overview of content or locate specific information.

#### **8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**

- Read to collect and interpret data, facts, and ideas from multiple sources.
- Make inferences and draw conclusions, on the basis of information from the text.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - a central idea supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text.

#### **9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**

- Compare and contrast information on one topic from multiple sources within the same genre.
  - compare and contrast information from multiples sources of different genres with similar themes and topics
- Recognize that the same story can be told in different genres, such as informational texts, biographies, autobiographies, etc. and media - magazines, news articles, etc.
- Recognize how different authors treat similar themes.
- Identify different perspectives such as social, cultural, ethnic and historical on an issue presented in one or more than one text.
- Locate and use school and public library resources to acquire information.

#### **10. 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.**



Select informational texts on the basis of personal needs and interests and read silently for enjoyment for extended periods.

- Read grade level informational texts.
- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - a central idea supporting details
  - details that are primary and those that are less important
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Read a variety of grade level informational texts for a variety of purposes with understanding.
- Read grade-level texts and answer literal, inferential and evaluative questions.
- Read a variety of grade level texts for a variety of purposes with understanding.
- Demonstrate comprehension of grade level texts through a range of responses, such as writing, drama, and oral presentations.
- Show motivation to read.
- Show interest in a wide range of texts, topics, and genres for reading.
- Read voluntarily for a variety of purposes.
- Be familiar with titles and authors of a wide range of informational text.
- Engage in independent silent reading for an extended period of time.

### **Reading Standards: Foundational Skills**

#### **1. Know and apply grade-level phonics and word analysis skills in decoding words.**

a. 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.

- Use knowledge of a variety of decoding strategies such as letter sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic grammar cues and use of semantic meaning cues to read unfamiliar words.
  - integrate sources of information to decode unfamiliar words and to cross check, self correcting when appropriate
  - use word recognition skills and strategies accurately and automatically when decoding unfamiliar words
  - recognize at sight a large body of high frequency words and irregularly spelled content vocabulary
  - use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties
  - use word structure knowledge, such as roots, prefixes, and suffixes to determine meaning

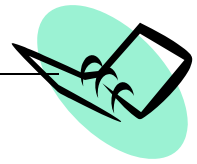
#### **2. Read with sufficient accuracy and fluency to support comprehension.**

a. Read grade level text with purpose and understanding.

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

c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.

- read aloud from a variety of genres, for example read lines of a play, poem, etc.: use inflection and intonation as appropriate to text read and audience
- acquire new vocabulary by reading a variety of texts
- determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources
- learn grade-level vocabulary through both direct and indirect means



- use word structure knowledge, such as roots, prefixes
- use a thesaurus to identify synonyms and antonyms
- read grade level texts and answer literal, inferential, and evaluative questions
- use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties

## **Writing Standards K-5**

### **Text Types and Purposes**

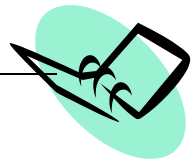


#### **1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

- a. 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.
  - respond in writing to prompts for a variety of purposes
  - respond in writing to prompts that follow the reading of literary and informational texts
  - Establish consistent point of view, e.g., first or third person.
  - State a main idea and support it with details and examples.
  - Develop original literary texts that establish consistent point of view (e.g., first or third person with assistance).
  - use paragraphing to organize ideas and information
  - respond to literature, connecting the response to personal experience
  - Adopt an organizational format, such as chronological order, that is appropriate for writing (such as informational writing).
  - Use paragraphs to organize ideas and information.
  - Six Traits of Writing - Idea Development, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

#### **2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.
  - respond in writing to prompts that follow the listening of literary and informational texts
  - write on a wide range of topics and genres (e.g., informational, persuasive, etc.)
  - use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)
  - use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
  - understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
  - use signal/transitional words



Observe the rules of punctuation, capitalization, and spelling, such as:

- Punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles.
- Capitalization of proper noun such as key words in literary and/or book titles, languages, and historical events.
- Spelling of commonly misspelled words, homonyms, and content-area vocabulary.

Use correct grammatical construction in:

- Parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections.
- Simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents.
- Six Traits of Writing - Idea Development, Organization, Voice, Sentence Fluency, Word Choice and Conventions.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

-write on a wide range of genres (e.g., narrative, memoir, etc.)

-use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)

-use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)

-understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings

-use signal/transitional words

Observe the rules of punctuation, capitalization, and spelling, such as:

- Punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles.
- Capitalization of proper noun such as key words in literary and/or book titles, languages, and historical events.
- Spelling of commonly misspelled words, homonyms, and content-area vocabulary.

Use correct grammatical construction in:

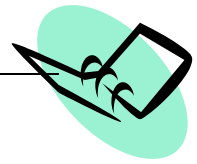
- Parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections.
- Simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents.
- Six traits of writing - Idea Development, Organization, Voice, Sentence Fluency, Word Choice and Conventions.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- a) Produce text (print or non-print) that explores a variety of cultures and perspectives.





- understand and use writing for a variety of purposes
- use a variety of different organizational patterns for writing such as chronological order, cause/effect, and compare/contrast
- use a variety of media, such as print and electronic when writing
- use multiple sources of information when writing a report

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

- Review writing independently and/or with peers in order to edit for correct spelling, grammar, capitalization, punctuation and paragraphing.
  - Review writing with teachers and peers.
  - Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing).
  - Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings.
- use signal/transitional words

Observe the rules of punctuation, capitalization, and spelling, such as:

- Punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles.
- Capitalization of proper noun such as key words in literary and/or book titles, languages, and historical events.
- Spelling of commonly misspelled words, homonyms, and content-area vocabulary.

Use correct grammatical construction in:

- Parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections.
  - Simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents.
- use precise vocabulary in writing analysis and evaluation
- adjust style of writing, voice, and language used according to purpose and intended audience
- Incorporate aspects of the writer’s craft such as literary devices and specific voice, into own writing.

6. 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 setting.

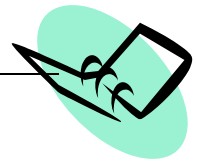
***Research to Build and Present Knowledge***

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- Use at least 3 sources of information in writing a report.
- use multiple sources of information when writing a report
- use a variety of media, such as print and electronic when writing
- use supporting evidence from text to evaluate ideas, information, themes or experiences
- Compare and contrast ideas and information from two sources.

8. 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.

- Use at least 3 sources of information in writing a report.



- Take notes to record and organize relevant data, facts, and ideas.  
-use notes as part of prewriting to assist in writing

**9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in story or a drama drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

- Write interpretive essays that:
  - summarizes the plot
  - describe the characters and how they change
  - describe the setting and recognize its importance to the story
  - draw a conclusion about the text
  - interpret the literary devices, such as simile and personification
  - recognize the impact of rhythm and rhyme in poems
- Compare and contrast ideas and information from two sources.
- Analyze literary elements in order to evaluate the quality of ideas and information.

**Range of Writing**

**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.**

- Understand and write for a variety of audiences.
- Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown.
- Write voluntarily for a variety of purposes.
- Write on a variety of topics.
- Publish writing in a variety of audiences.

**Responding to Literature**

**11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.**

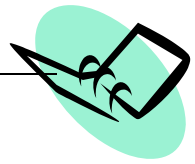
a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

- Use resources such as, personal experiences and themes from other text and performances to plan and create literary texts.
- Write personal reactions to experiences and events, using a form of social communication.
- Use information and ideas from other subject areas or books shared to form and express opinions.

**Speaking and Listening**

**College and Career Readiness Anchor Standards for Speaking and Listening**

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the college and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements-the CCR provides broad standards, the grade specific standards provide additional specificity-that together defines the skills and understandings that all students must demonstrate.



### **Comprehension and Collaboration**

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Speaking and Listening Standards**

1. Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on other's ideas and expressing their own clearly.

- a. 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.
  - Share information from a variety of texts.
  - Connect a personal response to literature to prior experience or knowledge.
    - speak in response to the reading of a variety of texts
  - State a main idea and support it with facts, details, and examples.
  - Follow instructions that provide information about a task or assignment.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - Use the rules of conversation such as avoid interrupting, and respond respectfully.
    - listen respectfully and without interrupting when others speak
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - Ask probing questions.
    - respond appropriately to what is heard
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
  - listen attentively to a variety of texts read aloud
  - listen attentively for different purposes and for an extended period of time
  - identify essential details for note taking
  - distinguish between fact and opinion
  - connect new information to prior knowledge and experience
  - form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations
  - recognize and use the perspective of others to analyze presentations
  - use prior knowledge and experiences to analyze the content of presentations
  - recognize persuasive presentations and recognize the techniques used to accomplish that purpose
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
  - Respect the age, gender, position, and cultural traditions and interests of the speaker/listener.



f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

- Compare and contrast information.
- Recognize the importance of cultural and historical characteristics in texts and performances in order to advocate persuasively.
- Recognize the use of literary devices such as simile, personification, rhythm, and rhyme in presentation of literary texts.
- Identify cultural and historical influences in texts and performances.
- Analyze an event or issue by using role play as a strategy.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Share information from a variety of texts.
- Summarize the plot and describe the motivation of characters.
- Use personal experience and prior knowledge to interpret and respond to literary texts and performances.

3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- Participate in group discussions on a variety of topics.
- Offer feedback to others in a respectful and responsive manner.
- Interview peers.
- Summarize main points.
- Recognize the meaning of the speaker’s nonverbal cues.

4. 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.

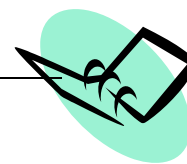
- Compare and contrast information.
- Present reports of approximately five minutes for teachers and peers.
- Recognize the importance of cultural and historical characteristics in texts and performances in order to advocate persuasively, summarize the plot, and describe the motivation of characters.
- Analyze an event or issue by using role play as a strategy.  
-speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication
- Use outline or notes appropriately in presentations.

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- Express an opinion about information, ideas, opinions, themes and experiences in books, essays, articles and advertisements.

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations).

- Use grammatically correct sentences when speaking.
- Use appropriate and specific vocabulary to communicate specific ideas.
- Vary the formality of language according to the audience and purpose for speaking.
- Communicate ideas in an organized and coherent manner.
- Respond respectfully to others.



- Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication.
- Use formal language appropriate to task and situation.
- Use rules of conversation such as, avoid interrupting, and respond respectfully.
- Ask questions and respond to questions for clarification.
- Express an opinion about information, ideas, opinions, themes and experiences in books, essays, articles and advertisements.

## **Language**

### **College and Career Readiness Anchor Standards for Language**

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the CCR provides broad standards, the grade specific standards provide additional specificity—that together defines the skills and understandings that all students must demonstrate.

### **Conventions of Standard English**

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

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition Use**

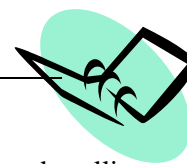
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Language Standards K-5**

#### **Conventions of Standard English**

##### **1. Demonstrate command of the command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Explain the function of conjunctions prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked).
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).



2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language**

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

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

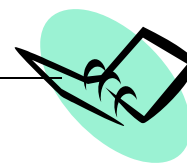
**MATH**

Students will learn mathematics and are encouraged to reason mathematically, develop problem-solving strategies, and represent their thinking using models, diagrams, and graphs. They represent, explain, and justify their thinking, using mathematical tools and appropriate technology. The investigations allow significant time for students to think about the problems and to model, draw, write, and talk with peers and the teacher about their mathematical thinking.

**Operations and 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  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  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.*



## **Number and 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.
- 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.
  - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
  - b. 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.
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
- Add, subtract, multiply, and divide decimals to hundredths.

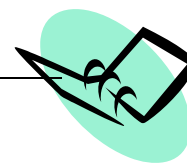
## **Number and Operations - Fractions**

### 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 fraction in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$  (In general,  $a/b + c/d = (ad + bc)/bd$ ).*
- 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. *For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .*

### Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- 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. *For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size,  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
  - a. Interpret the product  $(a/b) \times q$  as a part of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . *For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ ).*
  - 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.
  - c. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- Interpret multiplication as scaling (resizing), by:
  - a. 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.
  - b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.
  - c. 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  $a/b = (nxa)/(nxb)$  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.
  - a. 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.*
  - b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for  $4 \div (1/5)$ .*
  - c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions. *For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?*

### **Measurement and Data**

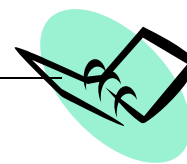
#### Convert like measurement units within a given measurement system.

- 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 to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*





Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
  - a. 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.
  - b. 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.
  - a. Find the volume of a right rectangular prism with whole-number side lengths.
  - b. 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.
  - c. Recognize volume as additive.
  - d. Find volumes of solid figures composed of two non-overlapping parts, applying this technique to solve real world problems.

**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 (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.

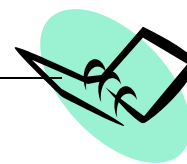
**SOCIAL STUDIES**

Children in Grade 5 engage in a social studies program that stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America. Children build on the Grade 4 social studies program to reinforce historic and political content about the United States.



**History of the United States, Canada, and Latin America**

- Studies different ethnic, national and religious groups including Native Americans.
- Understands people living in the Western Hemisphere may view the same events/issues from different perspectives.
- Recognizes the migration of people have led to the spreading of different cultures.
- Understands that connections are made between nations that include social/cultural, migration/immigration, and scientific/technological.



- Understands key turning points and events in history are organized into different historical time periods.
- Understands important historical figures have made significant contributions.
- Understands the impact of industrial growth, development and urbanization.

### **Geography of the United States, Canada, and Latin America**

- Uses maps and other geographic representations, tools, and technologies.
- Understands political boundaries change over time and place.
- Recognizes the nations and regions of the Western Hemisphere can be analyzed in terms of: places, regions, physical settings.
- Understands human actions modify the physical environment.

### **Economics of the United States, Canada, and Latin America**

- Understands concepts such as scarcity, supply and demand, markets, opportunity costs, resources, production, distribution, exchange, etc.
- Recognizes individuals, groups, and nations satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.
- Understands the exchanges of technologies, plants, animals, and diseases among nations have changed life.
- Recognizes nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.
- Understands the decisions made in one nation have implications for all nations and regions.

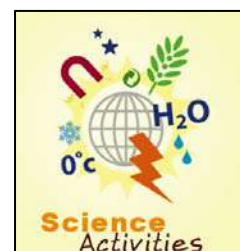
### **The Governments of the United States, Canada, and Latin America**

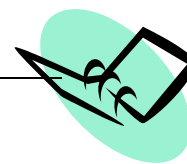
- Understands people have different views regarding power, authority, governance, and law.
- Understands constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.
- Understands the rights of citizens are similar to and different from other nations.
- Understands the roles of citizenship are defined by a nation's constitution.
- Understands the United States' documents (the Declaration of Independence, Constitution, Bill of Rights) define the values, beliefs and principles of American democracy.
- Understands Canada's documents (the British North America Act and the Canadian Bill of Rights) define the values, beliefs and principles of Canadian democracy.
- Recognizes citizenship includes an awareness of the patriotic celebrations of each nation (Lincoln's Birthday, Independence Day, Flag Day, etc.).
- Understands international organizations were formed to promote peace, economic development and cultural understanding.
- Recognizes the United Nations was created to prevent war, fight hunger, disease, and ignorance.

## **SCIENCE**

### **What is Science?**

- Uses the skills of Analysis, Inquiry and Design.
- Uses the steps of the Scientific Method for scientific inquiry.
- Discusses how science can help to solve problems.
- Applies skills used in science.
- Demonstrates how science solves problems.
- Designs experiments.





### **Alive or Not?**

- Understands the five characteristics of living things.
- Describes the main needs for living things.

### **Cells**

- Compares and contrasts parts of animal and plant cells.
- Describes the purpose of cell parts.
- Explains how a cell's shape relates to function.
- Compares and contrasts tissues, organs, and organ systems.
- Investigates tissue growth in labs.

### **Reproduction Genetics**

- Explains how and why cells divide.
- Understands the importance of reproduction.
- Compares and contrasts sexual and asexual reproduction.
- Describes how traits are inherited and the structure and function of DNA.
- Understands mutations.

### **Life**

- Understands Biodiversity (the variation of life forms within a given ecosystem).
- Recognizes the purpose of adaptations.
- Understands the concepts of natural selection, evolution, and captive breeding.
- Understands the use of fossil records.

### **Matter**

- Able to define matter.
- Describes what makes up matter.
- Defines the parts of an atom.
- Understands elements, compounds, and mixtures.
- Identifies elements and compounds and synthetic elements.

### **Physical and Chemical Properties**

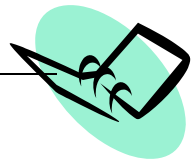
- Defines and gives examples of physical and chemical properties of matter.
- Compares/contrasts acids and bases.
- Able to identify the pros/cons of road salt and its physical/chemical changes and their effect.

### **Space**

- Understands seasons.
- Describes the phases of the moon.
- Understands distances in space, the solar system (planets, stars, and galaxies) and the purpose of space exploration.

### **Earth's Structure**

- Identifies and understands the causes/effects of earthquakes, volcanoes, continental drift, mountain formations, and plate tectonics.
- Understands the makeup of the Earth's interior.



### Water

- Understands water's movement, currents, waves, tides, sediment, and floods.
- Understands groundwater.
- Describes ocean salinity and ocean resources.
- Understands the causes/effects of ocean pollution.
- Explains how water changes the Earth surface.

### Atmosphere

- Analyzes the make-up of the atmosphere.
- Identifies parts of the atmosphere.
- Understands the effects of air pressure.
- Identifies the causes of weather, types of weather, climate, and weather forecasting.
- Identifies and understands the causes/effects of human behavior on climate.

### ART

Continues to develop essential learning skills in art and creativity in artistic expression.

- Creates 3-D illusion of depth in 2-D format.
- Knows and recognizes the seven (7) elements of art and design.
- Is introduced to 2-dimensional perspective.
- Identifies and uses value in their artwork.
- Is introduced to proportional drawing (from life) and portraiture (human face and figure).



### MUSIC

Continues to develop essential learning skills through singing, listening, movement and performance.

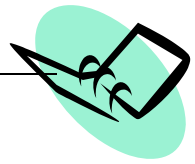
- Begins sight singing.
- Starts tonal dictation.
- Improvises and composes rhythmic and oral patterns.
- Learns advanced dance patterns using partners and multiple groupings.
- Performs on recorder, orff instruments and vocal patterns using solfeggio.



### PHYSICAL EDUCATION

- Develops fine motor skills, agility, and muscle control.
- Continues to develop sportsmanship and team play concepts through the introduction of team sports.
- Understands what is necessary for living a healthy lifestyle through diet, hygiene, and nutrition.





## Character Education

Character Education fosters the development of responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share.

The goal of character education is to develop students socially, ethically, and academically by incorporating character development into every aspect of the school culture and curriculum. Students work to develop good character, which includes knowing, caring about, and acting upon core ethical values such as: responsibility, respect, honesty, compassion, perseverance, acceptance, forgiveness, and humility.

**Responsibility** – Students are accountable in their speaking and their actions. They develop a sense of duty to complete tasks with reliability, dependability and commitment.

**Respect** – Students show a high regard for authority, other people, self, and their country. Students treat others as they would want to be treated. They understand that all people have value as human beings.

**Honesty** – Students tell the truth, admit wrong doing, are trustworthy and act with integrity.

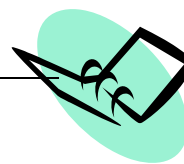
**Compassion** – Students show an understanding and care for others by treating them with kindness, generosity, and a forgiving spirit.

**Perseverance** – Students pursue goals with determination and patience.

**Acceptance** - Students keep an open and understanding attitude toward others and accept differences.

**Forgiveness** – Students learn to resolve resentments towards each other and show a willingness to forgive.

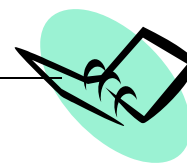
**Humility** – Students learn to be humble and keep a modest opinion of their own accomplishments.



# Appendix

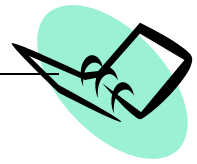
Reading Lists-Grade Five	<u>Pg. 34</u>
Language Arts Performance Levels-Grade Five	<u>Pg. 40</u>
New York State Testing-Grade Five	<u>Pg. 44</u>
Internet Resources for State Assessments	<u>Pg. 45</u>



**READING LIST - Grade 5**

*Any available unabridged edition of a title is acceptable*

- Allen, Thomas B. *George Washington, Spymaster: How the Americans Outspied the British and Won the Revolutionary War*. National Geographic, 2004. This illustrated biography of the Revolutionary War general and first President of the United States, George Washington, focuses on his use of spies to gather the intelligence that helped the colonies win the war.
- Armstrong, Alan W. *Whittington*. Random House, 2005. Whittington, a feline descendant of Dick Whittington's famous cat of English folklore, appears at a rundown barnyard plagued by rats and restores harmony while telling his ancestor's story.
- Avi. *Never Mind!: A Twin Novel* HarperCollins, 2004. Twelve-year-old New York City twins Meg and Edward have nothing in common, so they are just as shocked as everyone else when Meg's hopes for popularity and Edward's mischievous schemes coincidentally collide in a hilarious showdown.
- Balliett, Blue. *The Wright 3*. Scholastic, 2006. Spring semester at the Lab School in Hyde Park finds Petra and Calder drawn into another mystery when unexplainable accidents and ghostly happenings throw a spotlight on Frank Lloyd Wright's Robie House, and it's up to the two junior sleuths to piece together the clues. Sequel to *Chasing Vermeer*.
- Bode, N.E. *The Somebodies*. HarperCollins, 2006. Continuing her magical adventures, Fern travels with Howard to an underground city to save the Anybodies from the horrible Blue Queen who sucks the souls out of books.
- Carman, Patrick. *Atherton*. Little Brown, 2007. Edgar, a natural climber, discovers a mysterious book and goes on a fast-paced adventure to discover what is happening to Atherton, a man-made multi-level world orbiting earth.
- Cheng, Andrea. *Shanghai Messenger*. Lee & Low, 2005. A free-verse novel about eleven year-old Xiao Mei's visit with her extended family in China, where the Chinese-American girl not only finds many differences, but also the similarities that bind a family together.
- Choldenko, Gennifer. *Al Capone Does My Shirts*. Putnam, 2004. A twelve-year old boy named Moose moves to Alcatraz Island in 1935, when guards' families were housed there, and has to contend with his extraordinary new environment in addition to life with his autistic sister. Newbery Honor.
- Codell, Esme Raji. *Sahara Special*. Hyperion, 2003. Struggling with school and her feelings since her father left, Sahara gets a fresh start with a new and unique teacher who supports her writing talents and the individuality of each of her classmates.

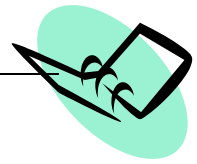


## READING LIST - Grade 5

*Any available unabridged edition of a title is acceptable*

- Colfer, Eoin. *Artemis Fowl: The Lost Colony*. Hyperion, 2006. This fifth entry in the Artemis Fowl series finds Artemis, now fourteen, caught in a plot to prevent fairy demons that live in another dimension from returning to earth.
- Corbett, Sue. *Free Baseball*. Dutton, 2006. Baseball is in eleven-year-old Felix Piloto's blood. His Cuban father plays professionally, but Felix knows little else about him. When he runs away to serve as a batboy for a professional baseball team, Felix ultimately discovers his father's story, as well as his love for his mother, a dog, and of course, the game.
- Coville, Bruce. *William Shakespeare's Hamlet*. Dial, 2004. A simplified prose retelling of Shakespeare's play about the prince of Denmark who seeks revenge for his father's murder.
- Creech, Sharon. *Heartbeat*. Joanna Cotler, 2004. Twelve-year-old Annie ponders the many rhythms of life the year that her mother becomes pregnant, her grandfather begins faltering, and her best friend (and running partner) becomes distant.
- DiCamillo, Kate. *The Miraculous Journey of Edward Tulane*. Candlewick, 2006. Edward Tulane, a cold-hearted and proud toy rabbit loves only himself until he is separated from the little girl who adores him and travels across the country, acquiring new owners and listening to their hopes, dreams, and histories.
- Dixon, Dougal. *The Future Is Wild*. Firefly Books, 2002. This companion book to the Animal Planet series uses a variety of scientific principles to imagine how life on planet Earth may evolve over the next 200 million years.
- Frederick, Heather Vogel. *For Your Paws Only*. Simon & Schuster, 2005. In this "James Bond"-styled story, mice and humans save the world from rats.
- Florian, Douglas. *Omnibeasts*. Harcourt, 2004. In this treasure chest of wit and charm, the author weaves information into each poem, combining fun and fact. This collection of poems and art is selected from the author's whimsical, pun-filled previous books.
- George, Jean Craighead. *Charlie's Raven*. Dutton, 2004. Having heard from his Teton Sioux Indian friend that ravens can cure people, Charlie brings home a baby raven in hopes of helping his ailing grandfather, setting the stage for a learning experience that brings new life to everyone in his family.
- Giff, Patricia Reilly. *Willow Run*. Random House, 2005. Set during World War II, eleven-year-old Meggie learns about different kinds of bravery from all of the people around her after moving with her parents to Willow Run, Michigan, where her father gets a job in the B-24 bomber-building factory.

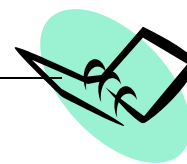




## READING LIST - Grade 5

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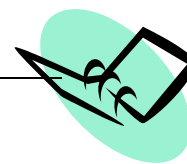
- Gutman, Dan. *Satch and Me: A Baseball Card Adventure*. HarperCollins, 2006. With his ability to travel through time using vintage baseball cards, Joe takes Flip with him to find out whether Satchel Paige really was the fastest pitcher ever.
- Haddix, Margaret Peterson. *Just Ella*. Simon & Schuster, 1999. Fifteen-year old Ella finds that accepting Prince Charming's proposal ensnares her in such a suffocating tangle of palace rules and royal etiquette that she plots her escape.
- Halls, Kelly Milner. *Tales of the Cryptids*. Darby Creek Publishing, 2006. Be the judge: are the many mysterious and legendary animals including Bigfoot and assorted sea serpents real based on the descriptions, photographs and drawings?
- Haven, Paul. *Two Hot Dogs with Everything*. Random, 2006. Although everyone credits him and his superstitions for the Sluggers' first winning streak in 108 baseball seasons, eleven-year-old Danny Gurkin believes his discovery of a secret from the team's past is the real reason for the team's success.
- Hannigan, Katherine. *Ida B: ...And Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World*. Greenwillow, 2004. In Wisconsin, Ida B spends happy hours being home-schooled and playing in her family's apple orchard, until her mother begins treatment for breast cancer and her parents must sell part of the orchard and send her to public school.
- Hobbs, Will. *Jackie's Wild Seattle*. HarperCollins, 2003. Fourteen-year-old Shannon and her little brother, Cody, spend the summer with their uncle, helping at a wildlife rescue center named Jackie's Wild Seattle.
- Horvath, Polly. *The Pepins and Their Problems*. Farrar, Straus & Giroux, 2004. The reader is invited to help solve the Pepin family's unusual problems, which include having a cow that creates lemonade rather than milk and having to cope with a competitive neighbor.
- Ibbotson, Eva. *Haunting of Granite Falls*. Penguin, 2005. When twelve-year old Alex's Scottish castle of Carra is sold, dismantled, and moved to Texas, the ghosts that raised him from a child have difficulty relocating.
- Jackson, Donna. M. *ER Vets: Life in an Animal Emergency Room*. Houghton Mifflin, 2005. This book discusses the life in an animal ER hospital, from the point of view of the veterinarians, the vet technicians, the owners, and their pets.
- Karr, Kathleen. *Exiled: Memoirs of a Camel*. Marshall Cavendish, 2004. This first-person narrative is told from a camel's viewpoint. He tells how he was sent from Egypt to serve in the United States Camel Corps and of his life on the Mojave Desert before and during the Civil War.



## READING LIST - Grade 5

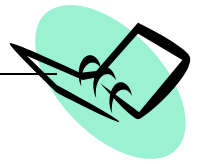
*Any available unabridged edition of a title is acceptable*

- Kerley, Barbara. ***Walt Whitman: Words for America***. Scholastic, 2004. A biography of the American poet whose compassion led him to nurse soldiers during the Civil War, to give voice to the nation's grief after Lincoln's assassination, and to capture the true American spirit in verse.
- Konigsberg, E.L. ***The Outcasts of 19 Schuyler Place***. Atheneum, 2004. Upon leaving an oppressive summer camp, twelve-year-old Margaret Rose Kane spearheads a campaign to preserve three unique towers her grand uncles have been building in their back yard for over forty years.
- Koppes, Steven N. ***Killer Rocks from Outer Space: Asteroids, Comets, and Meteorites***. Lerner, 2004. Describes the role that collisions with meteors, comets, and asteroids have played in the history of Earth and other planets in the solar system and examines what is being done to protect Earth from future collisions.
- Kraske, Robert. ***Marooned: The Strange but True Adventures of Alexander Selkirk, the Real Robinson Crusoe***. Clarion, 2005. Presents the story of Scottish mariner Alexander Selkirk and his experiences while marooned on a South Pacific island for four years.
- Lasky, Kathryn. ***The Man Who Made Time Travel***. Farrar, Straus & Giroux, 2003. The need for sailors to be able to determine their position at sea led to the efforts of John Harrison, an eighteenth-century man who spent his life refining instruments to enable them to do this.
- Montgomery, Sy. ***The Quest for the Tree Kangaroo***. Houghton Mifflin, 2006. Wonderful color photographs and an excellent text provide details of the search for the tree kangaroo in Papua New Guinea's cloud forest.
- Morgan, Clay. ***The Boy Who Spoke Dog***. Penguin, 2005. After being marooned on an island near New Zealand, Jack, an orphaned cabin boy from San Francisco, becomes allied with a group of dogs that protect the local sheep from wild dogs.
- Morpurgo, Michael. ***Beowulf***. Candlewick, 2006. An illustrated retelling of the oldest English epic, Beowulf, in which a Norse hero saves Denmark's royal house from monsters, and then his own house from dragons.
- Napoli, Donna Jo. ***The King of Mulberry Street***. Wendy Lamb, 2005. When nine-year-old Beniamino, a Jewish boy from Naples, is smuggled onto a ship, he assumes his mother is also on the ship. When he ends up alone in New York, he has to deal with his fear and sadness on the one hand and figure out how to get food and shelter on the other as he makes his way in the New World.
- Peck, Richard. ***On the Wings of Heroes***. Dial, 2007. Davy Bowman has two heroes: his dad who fought in World War I and his brother who is in the Air Force now, during WWII.

**READING LIST - Grade 5**

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- Riordan, Rick. ***The Lightning Thief***. Hyperion, 2005. Percy, expelled from six schools for being unable to control his temper, learns the truth from his mother that his father is literally a Greek god. Percy is sent to Camp Half blood where he is befriended by a satyr and begins a journey to retrieve Zeus' lightning bolt. *First of a series*.
- Roberts, Willo Davis. ***Hostage***. Simon & Schuster, 2001. When eleven-year-old Kaci interrupts burglars in the process of robbing her house, she and her nosy elderly neighbor Mrs. Banducci are kidnapped and held hostage by the desperate and ruthless criminals.
- Selznick, Brian. ***The Invention of Hugo Cabret***. Scholastic, 2007. Hugo Cabret, a clever mechanically-minded orphan living in Paris in the 1930's, has fascinating secrets and amazing adventures in the train station where he lives. Sequences of text and drawings combine to tell this suspenseful tale. Caldecott Medal 2008.
- Sidman, Joyce. ***This is Just to Say***. Houghton Mifflin, 2007. A collection of poems written by a number of sixth grade students as poems of apology to someone, and a collection of poetic responses to the apologies.
- Springer, Nancy. ***Rowan Hood Returns: The Final Chapter***. Philomel, 2005. When she finds out who murdered her mother, Celandine, Rowan Hood returns to her former home to seek revenge.
- St. John, Lauren. ***The White Giraffe***. Dial, 2007. After losing her parents in a tragic fire, eleven-year-old Martine must live with a grandmother she has never met on a wildlife preserve in Africa, where she learns about a mystical white giraffe.
- Stone, Jeff. ***Crane***. Random, 2007. In this fourth in a Kung Fu series set in China in the mid-seventeenth century, twelve-year-old Hok is disguised as a boy for most of her life but must assume her proper identity to save her brothers' lives in the notorious Jinan City Fight Club.
- Townley, Roderick. ***The Great Good Thing***. Atheneum, 2001. Nothing ever changes inside the storybook kingdom inhabited by twelve-year-old Princess Sylvie, her parents, and many other characters until Sylvie discovers that by allying herself with the Reader she can experience new adventure beyond the confines of the book. Sequel is ***Into the Labyrinth: a Novel***.
- Walker, Alice. ***Langston Hughes, American Poet***. HarperCollins, 2002. An illustrated biography of the Harlem poet whose works gave voice to the joy and pain of the black experience in America.



### READING LIST - Grade 5

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White, Ruth. *Buttermilk Hill*. Farrar, Straus & Giroux, 2004. When her parents divorce and gradually begin to make new lives for themselves, Piper faces the difficult changes by finding solace and a means of self-expression through her poetry.

Wiles, Deborah. *Each Little Bird that Sings*. Harcourt, 2005. Comfort Snowberger is well acquainted with death since her family runs the funeral parlor in their small southern town, but even so, the ten-year-old is unprepared for the series of heart-wrenching events triggered by the sudden death of her beloved great-uncle Edisto.





## LANGUAGE ARTS PERFORMANCE LEVELS – *Fourth & Fifth* *Grade*

### *Reading*

#### **Exceptional Reader**

- reads and comprehends advanced text
- chooses reading as an independent activity for pleasure and information
- uses higher level thinking strategies (i.e. inferences, drawing conclusions, cause/effect, fact/opinion)
- summarizes concisely
- reads for the purpose of collecting, using, analyzing and applying information from content areas with consistency
- reads to evaluate and analyze with consistency
- responds to literature and follows up with expansion activities
- reads silently for sustained periods
- reads and discusses various forms of social material (i.e. friendly notes, cards, letters) with consistency



#### **Strong Reader**

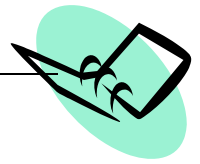
- reads and comprehends text appropriate for grade level and/or advanced text
- selects text independently at an appropriate level
- uses higher level thinking strategies (i.e. inferences, drawing conclusions, cause/effect, fact/opinion)
- summarizes
- reads for the purpose of collecting, using, analyzing and applying information from content areas independently
- reads to evaluate and analyze independently
- responds to literature and relates to personal experiences
- reads silently for sustained periods
- reads and discusses various forms of social material independently

#### **Capable Reader**

- reads and comprehends text appropriate for grade level
- selects text independently at an appropriate level
- begins to use higher level thinking strategies (i.e. inferences, drawing conclusions, cause/effect, fact/opinion)
- uses reading strategies for meaning (i.e. main idea, supporting details, predicting, summarizing, sequencing)
- retells a story
- reads for the purpose of collecting and using data from content area text
- reads to evaluate and analyze
- responds to literature
- reads during silent reading
- reads and discusses various forms of social material

#### **Developing Reader**

- reads and understands shorter text with simple narratives
- needs help reading and understanding grade-appropriate text independently



- applies limited strategies (context, details, sequencing)
- relies on reading familiar text
- begins to read for the purpose of collecting and using data from content area text
- begins to read to evaluate and analyze
- begins to respond to literature
- does not always read during silent reading
- begins to read and discuss various forms of social material

### **Limited Reader**

- reads and comprehends simple and familiar text
- rarely chooses to read for pleasure
- begins to apply limited strategies (context, details, sequencing)
- has difficulty with unfamiliar text
- rarely reads for the purpose of collecting and using data
- rarely reads to evaluate and analyze
- begins to respond to literature with teacher support
- rarely reads and discusses various forms of social material (i.e. friendly notes, cards, letters)

## *Writing*

### **Exceptional Writer**

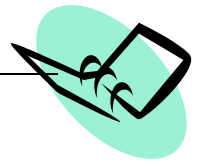
In addition to the Strong Writer indicators, the Exceptional Writer consistently:

- writes with an original voice, expressing the personality and style of the writer
- uses vivid, concrete, sensory details
- uses figures of speech for emphasis and variety (figurative language, innuendo, hyperbole, etc.)
- offers powerful, meaningful associations to the reader
- evokes strong emotional response from the reader
- purposefully analyzes his/her own writing for revision
- uses other authors to mentor his/her writing craft, enhancing their own style of writing



### **Strong Writer**

- develops a purposeful organizational plan
- independently engages in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- enjoys pursuing writing independently
- uses a wide range of techniques to engage the reader
- has an accurate perception of topic with supporting details, interesting and imaginative development
- uses written language to acquire, interpret, apply and exchange information consistently
- uses written language to present opinions and make judgments from different points of view consistently
- uses a variety of writing forms (i.e. poetry, fiction, non-fiction)
- uses written forms of social communication consistently
- uses clear sentence sense and variety



- exercises vocabulary choice and arrangement
- makes few or no mechanical errors (capitalization, punctuation, spelling)

### **Capable Writer**

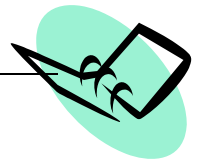
- shows satisfactory organizational plan
- frequently engages independently in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- begins to use techniques to engage reader
- has an accurate perception of topic with some supporting details
- uses written language to acquire, interpret, apply and exchange information
- uses written language to present opinions and make judgments from different points of view
- begins to write in a variety of forms (i.e. poetry, fiction, non-fiction)
- uses written forms of social communication
- uses varied sentence structure
- begins to use precise vocabulary
- makes mechanical errors which do not interfere with communication

### **Developing Writer**

- shows evidence of organizational plan but may lose focus
- begins to engage in all aspects of the writing process (planning, drafting, revising, editing, publishing)
- lacks techniques to engage reader
- begins to use written language to acquire, interpret, apply and exchange information with teacher support
- begins to use written language to present opinions and make judgments from different points of view
- begins to write in a variety of forms (i.e. poetry, fiction, non-fiction) with teacher support
- begins to use written forms of social communication
- uses simple or repetitive sentences, may include fragments and/or run-ons
- uses few descriptive words
- makes errors in mechanics that may interfere with communication

### **Limited Writer**

- has an inconsistent organizational plan
- begins to engage in all aspects of the writing process with teacher support (planning, drafting, revising, editing, publishing)
- may be a reluctant writer
- rarely uses written language to acquire, interpret, apply and exchange information
- rarely uses written language to present opinions and make judgments from different points of view
- rarely writes in a variety of forms (i.e. poetry, non-fiction, fiction)
- rarely uses written forms of social communication
- uses vague or confusing statements
- uses simple sentence structure, many fragments and/or run-ons
- uses limited vocabulary
- makes mechanical errors that seriously interfere with communication



## *Listening*

### **Strong Listener**

- consistently analyzes and evaluates complex material from speaker
- follows and correctly interprets complex directions
- listens for the purpose of collecting data from various sources
- consistently listens and responds to social communication appropriately



### **Capable Listener**

- analyzes and evaluates material from speaker
- follows multi-step directions
- is usually attentive to speaker and discussions
- listens and responds to social communication appropriately

### **Developing Listener**

- relies on repetition to get information
- has difficulty following simple direction
- has a limited attention span
- is often inattentive
- has difficulty listening and responding to social communication appropriately

## *Speaking*

### **Strong Speaker**

- makes meaningful contributions during class activities
- speaks clearly and with expression
- responds to questions with clarity and insight
- is a confident speaker in classroom discussions
- uses oral language to critique, interpret, apply and transmit information independently



### **Capable Speaker**

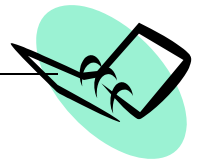
- takes part in class discussions and stays on topic
- speaks clearly with adequate volume
- responds to questions with complete sentences
- responds appropriately in class activities
- uses oral language to critique, interpret, apply and transmit information

### **Developing Speaker**

- may be reluctant to participate in class discussions
- needs to work on speaking skills (volume and clarity)
- rarely uses oral language to critique, interpret, apply and transmit information





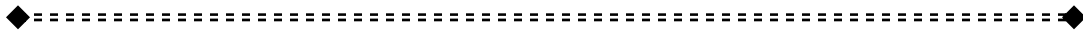


## **NEW YORK STATE TESTING** **GRADE 5**

### **Testing Dates:**

**ELA** – April

**Mathematics** – April/May



**GRADE 5** – Students are tested in the areas of English Language Arts (ELA), and Mathematics.

### **ELA**

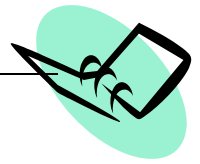
The ELA assessment includes testing on students’ comprehension, listening, and writing skills.

- Day 1 – Multiple Choice (based on reading passages in the areas of locating details, sequential order of events, literal and inferential thinking).
- Day 2 – Listening, Multiple Choice, writing, and editing.
- Day 3 – Written Comprehension based on two stories (one fiction, one non-fiction) short response, extended response and conventions (six traits of writing).

### **MATH**

The Math assessment includes testing of students’ ability to perform various math computations, problem solve using a variety of strategies, and write about their understanding of the problem solving process.

- Day 1 – Multiple Choice (mathematical concepts, problem solving and computation).
- Day 2 – Multiple Choice (mathematical concepts, problems solving and computation).
- Day 3 – Extended Response (problem solving with written explanation).



### **Internet Resources for State Assessments**

William Floyd School District: [www.wfsd.k12.ny.us](http://www.wfsd.k12.ny.us)

Step 1: Go to Resources

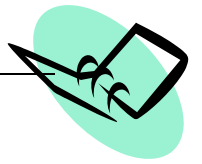
Step 2: Go to Student

Step 3: Select from envisions Math, Research HW Tools, Thinkfinity and eboards

School eboards contain a variety of websites that can be accessed for use with your children.

New York State Education Department: [www.nysed.gov](http://www.nysed.gov)





**2015-2016**

A teal-colored oval graphic containing white text.

Handbook Design by  
Barbara Cremona  
Updated by Christine Hodgson  
Assistant Superintendent's Office

**william floyd school district**