

Work Habits

- **Work Quality** The work is carefully done, demonstrating a genuine effort.
- **Use of Time** Student often maximizes class time by staying on task, completing work, and asking for help.
- **Timeliness** Work is consistently done in a timely manner.
- **Preparation** The student is often prepared for required tasks.
- **Following Directions** Directions are often followed without question or hesitation.
- **Respect for Self / Others** The student shows consistent concern for his/her and others' feelings, personal space, belongings, and ideas.
- **Behavior/Responsibility** Student's behaviors are generally in line with classroom and school expectations.
- **Contributions** The student often participates and brings informed discussion to the class.



SAFE RESPECTFUL RESPONSIBLE

Grade 5 Overview

MATH

- **Operations and Algebraic Thinking**
- **Number and Operation in Base Ten**
- **Number and Operations - Fractions**
- **Data and Measurement**
- **Geometry**

READING

- **Literature**
- **Informational**
- **Foundational Skills**
- **Grammar**

USING THE WRITING PROCESS

- **Informational**
- **Opinion**
- **Narrative**

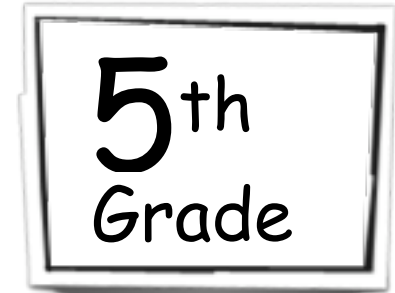
SCIENCE

- **Earth's Processes**
- **Soil**
- **Heredity, Reproduction, Evolution**
- **Design**

SOCIAL STUDIES

- **Westward Expansion**
- **Civil War/ Reconstruction**
- **Our government/effective citizen**

MSAD #72



Standards Based Education

Standards based education defines exactly what students should know and be able to do from one level to the next in all subjects.

Expectations will be consistent from class to class and school to school. Standards will be clearly defined so teachers know exactly what they are expected to teach and students are expected to learn.

This brochure shows standards that fifth graders should know and be able to do in the areas of Math and English Language Arts by the end of the school year.

Another brochure is available that shows what students should know and be able to do in Music, Art, and PE. Through careful guidance and monitoring, teachers, students, and families will be able to keep track of the progress the students are making and make goals to further their learning.

Math



Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

When Drew first planted a bush it was 24.3 centimeters all. One month later the bush had grown 6.92 centimeters. How tall was the bush after one month?

Find the area of the base and the volume of each of these rectangular prisms built out of centimeter cubes.

1 Area of base: _____ sq cm
Volume: _____ cu cm

2 Area of base: _____
Volume: _____

3 Area of base: _____
Volume: _____

$1 \text{ cu cm} = 1 \text{ cu cm}$

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Fill in the blanks and find the shaded area to multiply the fractions.

1 $\frac{5}{6} \times \frac{3}{4} = \square$

2 $\frac{2}{3} \times \square = \square$

Number and Operations / Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

1 Plot each point, label it, and then connect $A \rightarrow B \rightarrow C \rightarrow D \rightarrow E \rightarrow A$.

Name	A	B	C	D	E
Coordinates	(1,2)	(3,4)	(4,3)	(5,1)	(3,1)

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Each of the tables was made using one of the rules below. For each table, write the letter of the rule that was used to create it. Then complete the table.

Rule A: Multiply the input by 3. Rule B: Subtract 6 from the input.
Rule C: Multiply the input by itself.

1 Rule _____

INPUT	7	15	50	6	5	4	0
OUTPUT	1	9	44	0			

2 Rule _____

INPUT	3	5	8	10	1	6	
OUTPUT	9	25	64	100			49

Reading



LITERATURE

Key Ideas and details

- Quote accurately from text when explaining , explicitly or inferentially, what text says..
- Summarizes text.
- Determine theme, including how characters respond to challenges or a speaker in a poem refers to topic
- Compare/contrast 2 or more characters, setting, events , drawing on specific details.

Craft and Structure

- Determine the meaning of words and phrases as they are used in the text, including figurative language.
- Explain how a series of chapters, scenes or stanzas fits together to provide overall structure.
- Determine how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

- Analyze how visual and multimedia elements contribute to meaning, tone, or beauty of text.
- Compare and contrast stories in same genre.

Berger, Melvin. Discovering Mars: The Amazing Story of the Red Planet. New York: Scholastic, 1992. (1992)

Mars is very cold and very dry. Scattered across the surface are many giant volcanoes. Lava covers much of the land. In Mars' northern half, or hemisphere, is a huge raised area. It is about 2,500 miles wide. Astronomers call this the Great Tharsis Bulge. There are four mammoth volcanoes on the Great Tharsis Bulge. The largest one is Mount Olympus, or Olympus Mons. It is the biggest mountain on Mars. Some think it may be the largest mountain in the entire solar system. Mount Olympus is 15 miles high. At its peak is a 50 mile wide basin. Its base is 375 miles across. That's nearly as big as the state of Texas! Mauna Loa, in Hawaii, is the largest volcano on earth. Yet, compared to Mount Olympus, Mauna Loa looks like a little hill. The Hawaiian volcano is only 5 1/2 miles high. Its base, on the bottom of the Pacific Ocean, is just 124 miles wide. Each of the three other volcanoes in the Great Tharsis Bulge are over 10 miles high. They are named Arsia Mons, Pavonis Mons, and Ascraeus Mons.

Media Text

NASA's illustrated fact sheet on Mars: http://www.nasa.gov/worldbook/mars_worldbook.html

Explain how Melvin Berger uses reasons and evidence in his book Discovering Mars: The Amazing Story of the Red Planet to support particular points regarding the topology of the planet

Read with sufficient accuracy (97%) and fluency (110-150 WPM) to support comprehension.

GRADE 5 SAMPLE

(excerpt from Island of the Blue Dolphins by Scott O'Dell)

I remember the day the aleut ship came to our island. At first it seemed like a small shell afloat on the sea. Then it grew larger and was a gull with folded wings. At last in the rising sun it became what it really was - a red ship with two red sails.

INFORMATIONAL

Key Ideas and details

- Quote accurately from text when explaining , explicitly or inferentially, what text says.
- Determine two or more ideas and explain how they are supported by key details.
- Summarize text.

Craft and Structure

- Determine the meaning of general academic and content specific words and phrases relevant to grade 5 subject or topic.
- Compare and contrast overall structure of events, ideas, concepts, or information in 2 or more texts.
- Analyze multiple accounts of the same event or topic, noting similarities and differences in point of view they represent.

Integration of Knowledge and Ideas

- Draw on information from multiple print or digital sources, demonstrating ability to locate answers to a question quickly or solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text., identifying which reasons and evidence support which points of view..

Writing

Using the Writing Process

PLAN

DRAFT

REVISE

Focus on a topic and strengthen writing as needed by revising, editing, and rewriting or trying a new approach.

EDIT

Edit for capitalization, punctuation,

- commas to separate items in a series,
 - to separate introductory element from the rest of the sentence,
 - to set off a tag question from the rest of the sentence and
 - for direct address.

indicate titles of works with underlining, quotations, or italics

spelling of fifth grade words, consulting references as needed.



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

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

Write **informative/explanatory** texts to examine a

topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

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

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

Informational/Explanatory Sample

Author Response: Roald Dahl

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are all alike because in The BFG, Sophie and the BFG (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible. Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.