

USD 503 FIFTH GRADE GOALS



By the time your child has completed fifth grade, the things he or she will be expected to know and be able to do are:

READING

Use knowledge of punctuation and text structure to read fluently.

Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

Use knowledge of sentence structure and word-recognition skills to read fluently.

Adjust reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Determine the meaning of words or phrases by using context clues from sentences and paragraphs.

Use synonyms, antonyms, homophones, and homographs to determine the meaning of words.

Choose reference materials (e.g., dictionaries, encyclopedias, atlases, on-line reference materials) appropriate to the task.

Use knowledge of word structure to determine meanings of unknown words:

- contractions
- root words, prefixes and suffixes.

Determine the meaning of figurative language by interpreting similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification.

Recognize the differences between connotation and denotation of new words.

Identify characteristics of:

- narrative text
- expository text
- technical text
- persuasive text.

Understand the purpose of text features (e.g., title, charts and maps, table of contents, pictures, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and use such features to locate information in and to gain meaning from texts.

Use prior knowledge, content, and text features to make, revise, and confirm predictions.

Ask and answer literal, inferential, and critical thinking questions before, during, and after reading text.

Use information from the text to make inferences and draw conclusions.

Identify text structure (sequence, problem-solution, comparison-contrast, description, cause-effect).

Compare and contrast varying aspects in one or more texts.

Link causes and effects in narrative, expository, and technical texts, and identify signal words related to cause-effect relationships.

Retell main ideas or events as well as supporting details in narrative, expository, technical, and persuasive texts.

Identify topics, main ideas, supporting details, and theme.

Distinguish between fact and opinion and recognize propaganda in various texts.

Identify the author's purpose (e.g., to persuade, to entertain, to inform).

Establish a purpose for reading.

Follow directions explained in technical text.

Identify evidence that supports conclusions in persuasive text.

Identify and describe characters' traits and explain reasons for characters' actions and the consequences of those actions.

Identify, describe, and explain the importance of the setting in a story or literary text.

Identify and describe the major conflict in a story and major events related to the conflict.

Understand that theme refers to the main idea, meaning of a selection, and includes the author's ideas about the subject.

Understand the effects history and cultures may have on works of literature.

Compare and contrast various languages, traditions, and cultures found in literature.

Make connections between specific aspects of literature from a variety of cultures and personal experiences.

WRITING

Write narrative, expository, technical, and persuasive texts.

Choose and write about an idea and occasionally write about a given prompt (narrative, expository, technical).

Choose a position to write about on a selected topic (persuasive).

USD 503 FIFTH GRADE GOALS

Use a variety of prewriting strategies.

Identify what constitutes plagiarism.

Use transitions to allow ideas to flow smoothly within the piece.

Recognize complete sentences and sentence fragments.

Use standard writing conventions with accuracy and style to enhance meaning.

Write with correct grammar and usage that contribute to clarity.

Use correct spelling even with more difficult words.

Use correct paragraph divisions to reinforce the organizational structure.

Write a piece in logical or sequential order.

Write using personal experience, observations, and prior knowledge (narrative).

Write in an expressive, engaging, and individualized style with an awareness of the reader (narrative).

Maintain focused ideas with supporting details, which give the reader important information that he/she could not personally bring to the text (narrative, expository).

Use language that is vivid, powerful, and specific to create strong imagery (narrative, expository, persuasive).

Write a piece with a clear introduction, reasonable body, and satisfying conclusion (narrative, expository, persuasive).

Choose words and phrases appropriate for purposes and audiences (narrative, expository, persuasive).

Write grammatically correct sentences that vary in length and structure to make the reading pleasant and natural (narrative, expository, persuasive).

Write sentence beginnings that relate to and build upon previous sentences (narrative, expository, persuasive).

Use dialogue so that it sounds conversational and natural (narrative, persuasive).

Express information in own words using appropriate details with simple and compound sentences (expository).

Identify references for all information used or reproduced from sources (expository).

Construct a simple bibliography with author, title, publisher, year, Web site name and address, and copyright date (expository).

Write with emotion and personality to inform the reader (expository).

Write using personal experience, observations, and begin to incorporate researched information and formally recognize source (expository, persuasive).

Write paragraph(s) with a topic sentence that includes supporting details in a logical order (expository, persuasive).

Use supporting details that are concise, accurate, and helps to clarify the main idea (technical).

Arrange information within paragraph or lists in logical order (technical).

Use transitions to connect points within the piece (technical).

Write with an awareness of purpose and audience (e.g. letters, simple reports, directions) (technical).

Write with authority so the voice is not distracting (technical).

Write compact sentences or phrases that make the point clear (technical).

Use graphic devices (technical).

Select words that convey the writer's message clearly and precisely (technical).

Use details to support the author's position (persuasive).

Explore and present two sides of an issue and begin to build an argument (persuasive).

Write to convey opinion and to convince the reader to agree with the author (persuasive).

MATH

Know, explain, use equivalent representations for, and explain the numerical relationships between:

-whole numbers 0 through 1,000,000

-fractions greater than or equal to zero (including mixed numbers)

-decimals greater than or equal to zero through hundredths place and when used as monetary amounts.

Compare and order:

-integers (positive and negative whole numbers)

-fractions greater than or equal to zero (including mixed numbers)

-decimals greater than or equal to zero through hundredths place.

Know equivalent percents and decimals for one whole, one-half, one-fourth, three-fourths, and one-tenth through nine tenths.

Identify integers (positive and negative whole numbers) and give real-world problems where integers are used.

Classify subsets of numbers as integers, whole numbers, fractions (including mixed numbers), or decimals.

Identify prime and composite numbers from 0 through 50.

USD 503 FIFTH GRADE GOALS

Use these properties with whole numbers:

- order properties of addition and multiplication
- zero property of addition: $4+0=4$
- property of one for multiplication: $1 \times 3 = 3$
- associative properties of addition and multiplication:
 $(3+2) + 4 = 3 + (2+4)$
- symmetric property of equality
- zero property of multiplication: $9 \times 0 = 0$
- distributive property: $6(7 + 3) = (6 \times 7) + (6 \times 3)$
- substitution property: if $a = 3$ and $a = b$, then $b = 3$.

Recognize Roman Numerals that are used for dates, on clock faces, and in outlines.

Recognize the need for integers.

Estimate whole number quantities 0 through 100,000, fractions (including mixed numbers), decimals through hundredths place and money through \$10,000.

Recognize and explain the difference between an exact and an approximate answer.

Explain the appropriateness of an estimation strategy and whether an estimate is an overestimate or underestimate.

Divide whole numbers through a 2-digit divisor and a 4-digit dividend with the remainder as a whole number or a fraction.

Divide whole numbers beyond a 2-digit divisor and a 4-digit dividend using appropriate technology.

Add and subtract decimals from thousands place through hundredths place.

Multiply decimals up to three digits by two digits from hundreds place through hundredths place.

Add and subtract fractions (like and unlike denominators, including mixed numbers) without regrouping and without expressing answers in simplest form with special emphasis on manipulatives, drawings, and models.

Multiply and divide by 10; 100; 1,000; or single-digit multiples of each.

Read and write the same addition, subtraction, multiplication, or division expression horizontally, vertically, and with different operational symbols (4×3 is the same as $4 \cdot 3$).

Identify, explain, and find the greatest common factor and least common multiple of two or more whole numbers through the basic 12's multiplication facts.

Use concrete objects and drawings to work with repeating and growing patterns.

Generate patterns with attributes:

- counting numbers related to number theory
- whole numbers
- geometric shapes through two attribute changes
- measurements
- things related to daily life (water, life, food cycles)
- things related to size, shape, color, texture, movement.

Identify, state and continue a pattern presented in various formats:

- numeric list or table
- visual (picture, table, or graph)
- verbal
- written
- movement.

Generate repeating, growing, and input/output table patterns.

Explain and use variables and symbols to represent unknown numbers from 0 through 1,000 and variable relationships.

Solve one-step linear equations with one variable and a whole number solution using addition and subtraction with whole numbers from 0 through 100 and multiplication with the basic facts (e.g., $3y = 12$).

Compare two whole numbers 0 through 100,000 using $=$, $<$, $>$.

Recognize ratio as a comparison of part-to-part and part-to-whole relationships.

State mathematical relationships between whole numbers 0 through 10,000.

Find the values, and determine and state the rule, using symbolic notation with one operation of whole numbers from 0 through 10,000 using an input/output table.

State the rule for numerical patterns using whole numbers 0 through 5,000 with up to two operations (if the sequence is 4, 11, 25, 53, 109, ...; the rule could be double the number and add 3 to get the next number).

Use an input/output table to identify, plot, and label ordered pairs in the first quadrant of a coordinate plane.

Plot and locate points for integers (positive and negative whole numbers) on a horizontal number line and vertical number line.

Describe whole number relationships using letters and symbols.

Know, explain and use models to represent mathematical concepts:

- concrete objects
- pictures
- number lines
- hundred charts
- coordinate planes
- measurement tools
- multiplication arrays
- place value models
- fraction and mixed number models
- input/output tables
- geometric models
- graphs
- single stem-and-leaf plots
- Venn diagrams
- factor trees
- equations and inequalities to model relationships
- tree diagrams to organize attributes.

USD 503 FIFTH GRADE GOALS

Create a mathematical model to show the relationship between two or more things.

Recognize and investigate properties of plane figures and solids using concrete objects, drawings, and appropriate technology.

Recognize and describe regular polygons having up to and including ten sides and similar and congruent figures.

Recognize and describe the solids (cubes, rectangular prisms, cylinders, cones, spheres, triangular prisms, rectangular pyramids, triangular pyramids) using the terms faces, edges, and vertices.

Recognize, draw, and describe:

- points, lines, line segments, and rays
- angles as right, obtuse, or acute.

Determine and draw lines of symmetry in geometric shapes and real-world objects.

Recognize and describe the difference between intersecting, parallel, and perpendicular lines.

Identify circumference, radius, and diameter of a circle.

Determine and use whole number estimates for length, width, weight, volume, temperature, time, perimeter, and area using standard and nonstandard units.

Select, explain the selection of, and use measurement tools to measure length, width, weight, volume, temperature, time, perimeter, and area using:

- customary units of measure to the nearest fourth and eighth inch,
- metric units of measure to the nearest centimeter
- nonstandard units of measure to the nearest whole unit
- time including elapsed time.

State the number of feet and yards in a mile.

Convert:

- within the customary system: inches and feet, feet and yards, inches and yards, cups and pints, pints and quarts, quarts and gallons, pounds and ounces
- within the metric system: centimeters and meters, meters and kilometers, milliliters and liters, grams and kilograms.

Know and use perimeter and area formulas for squares and rectangles.

Recognize and perform through two transformations (reflection, rotation, translation) on a two-dimensional figure.

Recognize when an object is reduced or enlarged.

Recognize three-dimensional figures (rectangular prisms, cylinders, cones, spheres, triangular prisms, rectangular pyramids) from various perspectives.

Locate and plot points on a number line using integers.

Explain mathematical relationships between whole numbers, fractions, and decimals and where they appear on a number line.

Identify and plot points as ordered pairs on a coordinate plane.

Organize whole number data using an input/output table and plot the ordered pairs on a coordinate plane.

Recognize that all probabilities range from zero (impossible) through one (certain).

List all possible outcomes of a simple event.

Recognize a simple event in an experiment or simulation where the probabilities of all outcomes are equal.

Represent the probability of a simple event in an experiment or simulation using fractions.

Organize, display, and read data in a variety of types of displays:

- graphs using concrete objects
- pictographs
- frequency tables
- bar, line, and circle graphs
- Venn diagrams
- charts and tables
- line plots
- single stem-and-leaf plots.

Collect data and explain the results.

Using numbers 0 through 1,000 find:

- minimum and maximum values
- range
- mode (no-, uni-, bi-)
- median (including answers expressed as a decimal or a fraction without reducing to simplest form)
- mean (including answers expressed as a decimal or a fraction without reducing to simplest form).

Solve real-world problems.

SOCIAL STUDIES

Understand laws must be followed by those in authority as well as those who are governed.

Define the rule of law as a legal principle that is easily understood, and can be applied to all, including those who are rule makers.

Describe the principles contained in the Declaration of Independence and the Constitution of the United States including the Bill of Rights.

Compare how the Magna Carta, Mayflower Compact, Articles of Confederation and other similar documents influenced the development of American constitutional government.

Explain the basic ideals of the American republican system.

USD 503 FIFTH GRADE GOALS

Identify important founding fathers and their contributions (e.g., Thomas Jefferson, George Washington, Benjamin Franklin).

Define federalism as a system of government in which power is divided between national and state governments.

Define the separation of power and give examples of how power is limited.

Describe how the United States Constitution supports the principle of majority rule, but also protects the rights of the minority.

Explain the functions of the three branches of federal government.

Identify the key ideas of the Preamble.

Understand that rights are personal, political and economic.

Understand that privileges require qualifications.

Recognize that rights require responsibilities of citizenship.

Examine the steps necessary to become an informed voter.

Explain how scarcity of resources requires individuals, communities, states, and nations to make choices about goods and services.

Determine how unlimited wants and limited resources lead to choices that involve opportunity costs.

Describe how specialization results in increased productivity.

Give examples of economic interdependence at either the local, state, regional, or national level.

Define supply as the quantity of resources, goods, or services that sellers offer at various prices at a particular time and demand as the number of consumers willing and able to purchase a good or service at a given price.

Identify factors that change supply or demand for a product.

Describe how changes in supply and demand affect prices of specific products.

Understand that banks are institutions where people save money and earn interest and where people borrow money and pay interest.

Give examples of how positive and negative incentives affect people's behavior.

Recognize barriers to trade among people across nations.

Describe revenue sources for different levels of government.

Determine the costs and benefits of a spending, saving, or borrowing decision.

Recognize that supply of and demand for workers in various careers affect income.

Explain and use map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude.

Locate major physical and political features of Earth from memory (e.g., Boston, England, North America, Atlantic Ocean, Yucatan Peninsula, Bering Strait, Chesapeake Bay, Montreal).

Identify and compare the major physical and human characteristics of New England Colonies, Middle Colonies, and Southern Colonies and French and Spanish territories.

Identify renewable and nonrenewable resources and their uses.

Explain reasons for variation in population distribution.

Identify the push-pull factors of human migration (e.g., push: war, famine; pull: religious freedom, economic opportunity).

Describe the effects of human migration on place and population.

Describe factors that influence and change the location and distribution of economic activities.

Understand that forces of conflict and cooperation divide or unite people.

Examine varying viewpoints regarding resource use.

Identify the relationship between the acquisition and use of natural resources and advances in technology using historical and contemporary examples.

Explain how various American Indians adapted to their environment in relationship to shelter and food.

Show how traditional arts and customs of various American Indians are impacted by the environment.

Compare the motives and technology that encouraged European exploration of the Americas.

Examine the interaction between European explorers and American Indians.

Explain why early settlements succeeded or failed.

Map the patterns of colonial settlement.

Describe political and economic structures in the New England, Middle, and Southern Colonies.

Compare and contrast the impact of European settlement from an American Indian and European point of view.

Analyze the causes and impact of forced servitude in North America.

Explain the causes and effects of the French and Indian War on the American Revolutionary period.

USD 503 FIFTH GRADE GOALS

SCIENCE

Explain the impact of religious freedom as colonies were settled by various Christian groups.

Describe the causes of the American Revolution.

Explain the significance of important groups in the American Revolution.

Examine the significance of important turning points in the American Revolution.

Discuss the international support for the American Revolution.

Discuss the strengths and weaknesses of the Articles of Confederation.

Describe how the Constitutional Convention led to the creation of the United States Constitution.

Recognize the importance of the presidency as it was defined by George Washington.

Explain United States land policy and its impact on American Indians.

Use historical timelines to trace the cause and effect relationships between events in different places during the same time period.

Examine multiple primary sources to understand the point of view of an historical figure.

Locate information using a variety of sources to support a thesis statement.

Use information including primary sources to debate a problem or an historical issue.

Observe and draw conclusions.

Use research skills to interpret an historical person or event in history and notes the source(s) of information.

Identify questions that can be answered through scientific investigations.

Design and conduct scientific investigations to gather, analyze, and interpret data.

Communicate scientific procedures, results and explanations.

Develop questions and adapt the inquiry process to guide the appropriate type of investigation.

After completing an investigation, generate alternative methods of investigation and/or further questions for inquiry.

Identify and communicate properties of matter.

Measure and graph the effects of temperature on matter.

Identify the forces that act on an object (e.g. gravity).

Investigate how simple machines multiply force at the expense of distance.

Understand that organisms are composed of one or more cells and compare organisms composed of single cells with organisms that are multi-cellular.

Relate the structure of cells, organs, tissues, organ systems, and whole organisms to their functions.

Understand how hereditary information of each cell is passed from one generation to the next.

Infer that the characteristics of an organism result from heredity and interactions with the environment.

Understand that internal and/or environmental conditions affect an organism's behavior and/or response in order to maintain and regulate stable internal conditions to survive in a continually changing environment.

Recognize that all populations living together and the physical factors with which they interact compose an ecosystem.

Trace the energy flow from the sun to producers to consumers and decomposers in food webs.

Identify limiting factors which contribute to the growth, decline, and survival of each species.

Understand that adaptations of organisms contribute to biological diversity.

Associate extinction of a species with environmental changes and insufficient adaptive characteristics.

Identify properties of the solid earth, the oceans and fresh water, and the atmosphere.

Model Earth's cycles, constructive and destructive processes, and weather systems.

Compare and contrast the characteristics of stars, planets, moons, comets, and asteroids.

Model spatial relationships of the earth/moon/planets/sun system to scale.

Identify past and present methods used to explore space.

Demonstrate and model object/space/time relationships that explain phenomena such as the day, the month, the year, and seasons.

USD 503 FIFTH GRADE GOALS

Evaluate benefits, risks, limitations and trade-offs of technological solutions.

Identify contributions to science and technology by many people and many cultures.

Identify individual nutrition, exercise, and rest needs based on science and use a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits.

Investigate the effects of human activities on the environment and base decisions on knowledge of benefits and risks.

Recognize patterns of natural processes that may cause natural hazards and human activities that may contribute to natural hazards.

Evaluate the risks involved with a natural hazard and identify appropriate actions in response to a natural hazard.

Recognize that new knowledge leads to new questions and new discoveries, replicate historic experiments to understand principles of science, and relate contributions of men and women to the fields of science.