Fifth Grade Curriculum Highlights: In alignment with the Common Core Standards

ENGLISH LANGUAGE ARTS

Foundational Skills

Phonics and Word Recognition

● Know and apply grade-level phonics and word analysis skills in decoding words.
○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

● Read with sufficient accuracy and fluency to support comprehension.
○ Read on-level text with purpose and understanding.
○ Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading for Literature

Key Ideas and Details

● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
● Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

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

Integration of Knowledge and Ideas

● Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
● Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

● 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.

Reading for Informational Text

Key Ideas and Details

● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
● Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
● Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
● Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect,

problem/solution) of events, ideas, concepts, or information in two or more texts.
● Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

● Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
● Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
● Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

● 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.

Writing

Text Types and Purposes

● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
○ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
○ Provide logically ordered reasons that are supported by facts and details.
○ Link opinion and reasons using words, phrases, and clauses.
○ Provide a concluding statement or section related to the opinion presented.
● Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
○ Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (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 narrative 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.

Production and Distribution of Writing

● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

● With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

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

● Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

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

○ 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]").

Range of Writing

● 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.

Language

Conventions of Standard English

● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

○ Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

○ Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

○ Use verb tense to convey various times, sequences, states, and conditions.

○ Recognize and correct inappropriate shifts in verb tense.*

○ Use correlative conjunctions (e.g., *either/or, neither/nor*).

● Demonstrate command of the convention of Standard English capitalization, punctuation, and spelling when writing.

○ Use punctuation to separate items in a series.*

○ Use a comma to separate an introductory element from the rest of the sentence.

○ Use a comma to set off the words yes and no (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?*).

○ Use underlining, quotation marks, or italics to indicate titles of works.

○ Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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

○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

○ Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

○ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

○ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the

meaning of a word (e.g., photograph, photosynthesis).
○ 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.
● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
○ Interpret figurative language, including similes and metaphors, in context.
○ Recognize and explain the meaning of common idioms, adages, and proverbs.
○ Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Speaking and Listening

Comprehension and Collaboration

● 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 others' ideas and expressing their own clearly.
○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
○ Follow agreed-upon rules for discussions and carry out assigned roles.
○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
○ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
● Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
● Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

● Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
● Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
● Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk.

MATHEMATICS

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.
● 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.

Numbers 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, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
○ Read, write, and compare decimals to thousandths.
○ 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 using the standard algorithm.
○ Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
○ Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Numbers 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 fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
○ Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, 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.
● 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, e.g., by using visual fraction models or equations to represent the problem.
○ Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
○ Interpret multiplication as scaling (resizing.)
○ Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
○ Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)

Measurement and Data

● Convert like measurement with 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 for this grade to solve problems involving information presented in line plots.

● 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.
○ 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.

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, with the convention that the names of the two axes and the coordinates correspond (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.
○ Classify two-dimensional figures in a hierarchy based on properties.

SCIENCE

Scientific and Engineering Practices

● Ask questions and define problems.
● Develop and use models.
● Plan and carry out investigations.
● Analyze and interpret data.
● Use mathematical and computational thinking.
● Construct explanations and design solutions.
● Engage in argument from evidence.
● Obtain, evaluate, and communicate information.

Scientific Concepts

● Use models to test the functioning of a designed process that mitigates a factor upsetting the stability of a local ecosystem.
● Construct and use models of food webs to describe the transfer of matter among plants, animals, decomposers, and the environment and discuss limitations of these models.
● Ask questions about what organisms obtain from the environment and what they release as waste matter back into the environment.
● Formulate questions and predict outcomes about how organisms, such as fungi and bacteria, operate as decomposers to restore (recycle) some materials back to the soil for plants to use in local ecosystems.
● Use evidence from observations to explain the role of the ocean in supporting ecosystems and their organisms, shaping landforms, and influencing climate.
● Develop and revise models to describe how wind and clouds interact with landforms to determine patterns of weather.
● Construct explanations for how humans and other organisms will be affected if Earth's temperature continues to rise.
● Support an argument that the gravitational force exerted by the Earth on objects near Earth's surface is directed toward the Earth's center.

SOCIAL STUDIES

Political Systems

● List reasons for forming a government.
● Describe the purpose of the Declaration of Independence, and the Illinois and United States Constitutions.
● Recite basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights.
● Discuss some of the responsibilities adults share in maintaining our local governments and communities (e.g., voting at election time, when asked to serve on community boards or committees they join, paying their taxes, serving on juries).
● Defend the position that people in a democracy must have such rights as freedom of speech, freedom of the press, freedom of religion, or freedom of assembly.
● Compose a definition for a "national government."
● Summarize the function of the three branches of government found within the state and federal government.
● Compare and contrast how local and state governments provide services to people.
● Distinguish between the powers and responsibilities of local, state, and federal government.
● Predict the consequences of people not acting responsibly in their communities.
● Explain why a person might choose to vote for one candidate for President of the United States over another candidate.
● Identify historical events during which various groups have won their right to participate within the electoral process (e.g., 15th and 19th Amendments).
● Explain why someone would join a non-profit or civic group that serves the common good (e.g., Red Cross).
● Describe a way that a president used political persuasion to shape public policy (e.g., State of the Union Address, press conference, meeting with members of a Congressional committee).
● Identify a controversial issue in the community.
● Identify the names of major contemporary political parties.
● Identify the role of the president in making foreign policy decisions.
● Describe how the interests of the United States and other nations may or may not allow for international cooperation.
● Describe values that have formed the foundation of our American democratic system (e.g., the love of liberty, respect for individual rights).
● Summarize the meaning of the words, sounds, or images in an artistic expression that illustrates the traditions important to our political system and concept of freedom (e.g., music and lyrics to the Star Spangled Banner, painting of George Washington crossing the Delaware River).
● Explain the significance of political symbols and mottoes of the United States (e.g., E Pluribus Unum, the Flag, the Statue of Liberty, the bald eagle, the Great Seal, oaths of office).

Economics

● Identify the productive resources (human, natural, capital) used in the production of goods and services they use.
● Identify criteria they use when making consumer choices.
● Identify the opportunity cost of a recent consumer choice they have made.
● Explain that producers will make and sell more of a good or service when the price of that good or service is higher, and will make and sell less when the price is lower.
● Classify examples of human, natural, and capital resources.
● Describe a monetary exchange that students have made and explain why they were willing to exchange money for a good or service.
● Identify current and historical examples of exchange (both barter and monetary).
● Identify the division of labor in a simple production process.
● Explain how governmental bodies use taxes.

History

● Compare life in one region or place during two different time periods using a combination of

historical sources.
● Describe historical trends using data supplied on a graph or chart.
● Describe changes in a region or place using an historical atlas.
● Describe aspects of life in a specific period in a specific region or place using a combination of historical sources.
● Place a series of political events in their proper location on a timeline of United States history.
● List the contributions of significant figures in United States political history (e.g., Thomas Jefferson's writing of the Declaration of Independence).
● Explain why significant events in United States political history are important today.
● Describe a political system and/or institution that existed during ancient times.
● Place a series of economic events in their proper location on a timeline of United States history.
● Identify the different types of economic activities of early people in Illinois (e.g., Native Americans, pioneers).
● Describe how the environment affected the economic activities of the early people of Illinois.
● Compare/contrast past economic activities to contemporary economic activities.
● Identify the differences between an agricultural society and a hunting/ gathering way of life.
● Describe the causes and consequences of the first agricultural revolution.
● Locate examples/stories of the changing roles of people over time.
● Identify the turning points in local, Illinois, and United States social history.
● Compare the life of people of various social status in the past to people of the same status during another time period.
● Place a series of social events in their proper location on a timeline of World History.
● Compare traditions and customs of a place or world region today with those from the past.
● Place a series of environmental events in their proper location on a timeline of United States history.
● Describe how hunter-gatherer cultures in the pre-colonial Illinois country and other regions of North America used the environment in terms of securing food, shelter, clothing, and tools (technology).
● Describe how changes in weather/climate affected the physical and cultural features of the environment in the mid-west and other regions of North America using maps, geographic tools, images, and other sources.
● Identify the rivers that fostered the growth and development of North America.
● Explain how the locations of agricultural and industrial regions of the United States help to understand the nation's growth and development.
● Identify the lands associated with Native American tribes on a map of Illinois.
● Describe how hunter-gatherer cultures used the environment in terms of securing food, shelter, clothing, and tools (technology).
● Explain how the location of the major industrial regions of the world fostered their growth and development.

Geography

● Describe the location of countries relative to the locations of other countries.
● Compare ways the physical environment is used to meet needs of people (e.g., cutting trees, mining, raising food).
● Recognize that people can work together to preserve and protect the natural resources and environment.
● Identify resources whose value has changed over time as technology has changed.
● Observe, describe, and record changes in the local environment over time.
● Organize a series of pictures to show landscape changes from prairie to farmland.
● Compare historical and contemporary perceptions people have of the same place using landscape paintings, photographs, maps, and narratives.

Culture and Society

● Discuss cultural differences in various geographic regions in the United States.
● Explain the significance of knowing about more than one culture.
● Describe how a culture other than the student's own uses its technology to adapt to its environment.
● Identify changes in cultural traits over time.
● Describe how changes in technology bring about changes in daily life.
● Explain how a part of American culture (e.g., Mode of dress, music, architecture) has changed overtime.
● Define social institution.
● Differentiate between a primary group, a secondary group, and a reference group.
● Compare different motivations for the behavior of an individual or group.
● Distinguish between norms and laws.
● Give examples of how technology helps to transform a society.
● Use images to describe group behavior.
● Describe the function of support systems (e.g., family, youth group).