

FIFTH GRADE COURSE OF STUDY



This brochure is designed to help parents and students understand what students must learn in Hayfield Community Schools. Each subject area lists the essential learning most students have successfully completed at this grade. The curriculum is aligned with national, state and local standards.

In the Hayfield Public Schools, we strive to adjust the curriculum to fit each learner. The student's age, current skill level, personality, interest, and learning style are among considerations when planning learning experiences. These needs are met in the classroom or in conjunction with programs designed for interventions or enrichments. Students at all level are encouraged to develop the study skills of independent learners, to cooperate with others, to learn to make wise decisions, and to transfer learning within all disciplines.

Teachers measure student progress in a variety of ways, such as teacher observations, portfolios, formal testing, student self-evaluation, anecdotal comments, checklists, narratives, logs, journals, pre/post testing, and student/teacher interviews. The Minnesota Comprehensive Assessments are administered in reading and math to grades 3-6 and in science to grade 5. AIMSweb benchmarks assessments in reading and math are administered in kindergarten through grade 6 in the fall, winter, and spring.

HAYFIELD COMMUNITY SCHOOLS
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Language Arts (aligned with MN Language Arts Academic Standards)

Reading Benchmarks: Literature

- 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).
- 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's or speaker's point of view influences how events are described.
- 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.
- By the end of the year, select, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 4-5 complexity band proficiently and independently.
 - Self-select texts for personal enjoyment, interest, and academic tasks.

Reading Benchmarks: Informational Text

- 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 it is 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, including what happened and why, based on specific information in the text.
- 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 by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
- 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.
- 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.
 - Self-select texts for personal enjoyment, interest, and academic tasks.

Reading Benchmarks: Foundational Skills

- 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.
- Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-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.

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce the 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 supported by facts and details.
 - Link opinion and reasons using words and phrases (e.g., *consequently*, *specifically*).
 - Provide 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; including 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 and phrases (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 narratives and other creative texts 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 literary and narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the response 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 (when appropriate to the genre) that follows from the narrated experiences or events.
- 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, use a writing process to develop and strengthen writing as needed by planning, drafting, 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 type a minimum of one page in a single sitting.
- Conduct short research projects that 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.
 - Apply *grade 5 Reading standards* to informational texts.
- 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.
 - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Speaking, Viewing, Listening and Media Literacy

- 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 to clarify or follow up on information, and make 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.
 - Cooperate and problem solve to make decisions as appropriate for productive group discussion.
- 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 distinguishing between a speaker's opinions and verifiable facts.
- 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; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance to 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.
- Distinguish among, understand, and use different types of print, digital, and multimodal media.
 - Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
 - Locate and use information in print, non-print, and digital resources using a variety of strategies.
 - Evaluate the accuracy and credibility of information found in digital sources.

- Recognize ethical standards and safe practices in social and personal media communications.
- Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).
 - Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.
 - Publish the work and share it with an audience.

Language

- 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 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 conventions 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*, to set off a tag question from the rest of the sentence, and to indicate direct address.
 - Use underling, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed.
- 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.
- 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 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.
 - Consult reference materials, 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 to develop word consciousness.
 - 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 precise contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Math (aligned with MN Math Academic Standards)

Number and Operation

- divide multi-digit numbers; solve real-world and mathematical problems using arithmetic
- read, write, represent and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations
- add and subtract fractions, mixed numbers and decimals to solve real-world and mathematical problems

District Basic Fact Mastery Targets:

Addition: 95% or better out of 100 problems in 5 minutes

Subtraction: 95% or better out of 100 problems in 5 minutes

Multiplication: 95% or better out of 100 problems in 5 minutes

Division: 95% or better out of 100 problems in 5 minutes

Algebra

- recognize and represent patterns of change; use patterns, tables, graphs and rules to solve real-world and mathematical problems
- use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving whole numbers
- understand and interpret equations and inequalities involving variables and whole numbers, and use them to represent and solve real-world and mathematical problems

Geometry and Measurement

- describe, classify, and draw representations of three-dimensional figures
- determine the area of triangles and quadrilaterals; determine the surface area and volume of rectangular prisms in various contexts

Data Analysis

- display and interpret data; determine mean, median and range

Science (aligned with MN Science Academic Standards)

Nature of Science and Engineering

- understand that science is a way of knowing about the natural world, is done by individuals and groups and is characterized by empirical criteria, logical argument and skeptical review
- understand that scientific inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations
- understand that men and women throughout the history of cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry
- understand that tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish

Physical Science

- understand that an object's motion is affected by forces and can be described by the object's speed and the direction it is moving

Earth and Space Science

- understand that the surface of the Earth changes and some changes are due to slow processes and some changes are due to rapid processes
- understand that in order to maintain and improve their existence, humans interact with and influence Earth systems

Life Science

- understand that living things are diverse with many different characteristics that enable them to grow, reproduce and survive
- understand that natural systems have many components that interact to maintain the living system
- understand that humans change environments that can be either beneficial or harmful to themselves and other organisms

Social Studies (aligned with MN Social Studies Academic Standards)

Citizenship and Government – Understand that:

- Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
- The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.
- Individuals in a republic have rights, duties and responsibilities.
- The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.
- The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.

Economics – Understand that:

- People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
- Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.
- Profit provides an incentive for individuals and businesses; different organizations and market structures have an effect on the profit, price and production of goods and services.

Geography – Understand that:

- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).
- The meaning, use, distribution and importance of resources changes over time.

History – Understand that:

- Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
- Historical events have multiple causes and can lead to varied and unintended out comes.
- North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)
- Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked carried responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)
- The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty (Revolution and a New Nation: 1754-1800)

Health

- Safety: discuss rules and develop safety skills for pedestrian, bus, fire, school and emergencies
- Personal Health and Safety: comprehend concepts related to health promotion and disease prevention
- Health Services: describe characteristics valid health information and health promoting products and services
- Cultural Influences on Health: analyze the influence of culture, media, technology, and other factors on health and demonstrate the ability to use interpersonal communication skills to enhance health

Physical Education (aligned with MN Physical Education Academic Standards)

Note: These are the National Physical Education standards adopted by the State of Minnesota. Each grade level is expected to master the skills at a developmentally appropriate level and within developmentally appropriate activities. Students will participate in fitness testing in the fall and spring each year.

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Music

- Read, write and perform rhythms that include these notes & rests: whole note, whole rest, dotted half note, half note, half rest, dotted quarter note, quarter note, quarter rest, triplets, eighth note, eighth rest, sixteenth note, sixteenth rest
- Read, write and perform the pitches above, below and on the treble clef staff
- Demonstrate a working knowledge of do/re/mit/fa/so/la/ti/do
- Demonstrate proper posture, technique, tone and care of a pitched and un-pitched percussion instruments
- Read, write, perform and evaluate music using the following musical terminology: beat, rhythm, melody, harmony, notes, rests, pitch, staff, system, treble clef, bass clef, ledger line, tempo, time signature, barline, measure, double barline, repeat sign, tie, D.S. (del segno), coda
- Demonstrate a working knowledge of reading music written in systems
- Sing/Play/Learn a variety of songs and rhymes
- Demonstrate proper listening skills
- Demonstrate proper concert performance etiquette
- Demonstrate a working knowledge of singing and matching pitch
- Practice creative musical expression and dramatization