SMITHTOWN CENTRAL SCHOOL DISTRICT
Smithtown, New York

Fifth Grade NYS Standards Overview

Welcome to fifth grade. This overview, aligned with the New York State standards, is intended to provide you with a better understanding of what is expected of your child this year. We look forward to working together with you to guarantee that your child will have a positive educational experience.

English Language Arts – ELA

Reading Standards (Literary and Informational Text)

Key Ideas and Details

1. Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences
2. Determine a theme or central idea of text and explain how it is supported by key details; summarize a text
3. In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text

Craft and Structure

4. Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood
5. In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution
6. In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational 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

7. Analyze how visual and multimedia elements contribute to meaning of literary and informational texts
8. Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims
9. Used established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras, and personal experiences

Reading Standards (Foundational Skills)

Phonics and Word Recognition

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

Fluency

2. Read grade-level text with sufficient accuracy and fluency to support comprehension
    a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings
    b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing Standards

Text Types and Purposes

1. Write an argument to support claims with clear reasons and relevant evidence
    a. Introduce a precise claim and organize the reasons and evidence logically
    b. Provide logically ordered reasons that are supported by facts and details from various sources
    c. Use precise language and content-specific vocabulary while writing an argument
    d. Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts
    e. Provide a concluding statement or section related to the argument presented
    f. Maintain a style and tone appropriate to the writing task
2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject
    a. Introduce a topic clearly, provide a general focus, and organize related information logically
    b. Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension
    c. Use precise language and content-specific vocabulary to explain a topic
    d. Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts
    e. Provide a concluding statement or section related to the information or explanation presented
    f. Establish a style aligned to a subject area or task
3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences
    a. Establish a situation and introduce a narrator and/or characters

    b. Use narrative techniques, such as dialogue and description, 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
4. Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience
5. Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade five Reading Standards

Research to Build and Present Knowledge

6. Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources
7. Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others
    a. Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion
    b. Follow agreed-upon norms for discussions and carry out assigned roles
    c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
    d. Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions
2. Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral)
3. Identify and evaluate the reasons and evidence a speaker provides to support particular points

Presentation of Knowledge and Ideas

4. Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience
5. Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate

Language Standards

Conventions of Academic English/Language for Learning

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

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, choosing flexibly from a range of strategies
    a. Use context (e.g., cause/effect relationships and comparisons in a 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) 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 accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

MATHEMATICS

New York State standards in mathematics require that students focus on understanding concepts, be fluent in basic skills, and be able to apply problem solving strategies. The Standards of Mathematical Practice describe ways in which students should engage with the subject matter as they grow in mathematical maturity and expertise.

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

Operations and Algebraic Thinking

Write and Interpret Numerical Expressions

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
2. Write simple algebraic expressions

Analyze Patterns and Relationships

3. Generate two numerical patterns using two given rules
4. Graph ordered pairs on a coordinate plane

Number and Operations in Base Ten

Understand the Place Value System

1. Understand a base ten number system as it applies to both whole numbers and decimals
2. Read, write, and compare place value of decimals to thousandths
3. Read and write decimals to thousandths using base ten numerals and expanded form
4. Use place value to round decimals to any place

Perform Operations with Multi-digit Whole Numbers and with Decimals to Hundredths

5. Fluently multiply multi-digit whole numbers
6. Divide four-digit numbers by two-digit divisors
7. Illustrate and explain division calculations
8. Add, subtract, multiply and divide decimals to hundredths
9. Provide a written explanation of the strategies used

Number and Operations-Fractions

Add and Subtract Fractions

1. Use equivalent fractions as a strategy to add and subtract fractions
2. Solve word problems involving addition and subtraction of fractions

Multiply and Divide Fractions

3. Solve real world problems involving multiplication and division of fractions and mixed numbers
4. Understand the principle and resulting effect when multiplying and dividing fractions by numbers greater than or less than one
5. Understand the relationship between multiplication and division when dividing fractions by whole numbers or whole numbers by fractions
6. Use visual fraction models and equations to represent problems

Measurement and Data

Convert Measurements

1. Convert like measurement units within a given measurement system
2. Use conversions in solving multi-step problems

Represent and Interpret Data

3. Create a line plot to display measurements that represent fractions of a unit

Geometric Measurement

4. Recognize volume as an attribute of solid figures
5. Understand concepts of volume measurement by counting unit cubes
6. Relate volume to the operations of multiplication and division
7. Solve multiplication and division word problems involving volume
8. Apply volume formulas for rectangular prisms

Geometry

Graph Points on a Coordinate Plane

1. Using a coordinate plane, graph points to solve real world problems
2. Interpret values of points in the first quadrant of the coordinate plane

Classifying Two-dimensional Figures

3. Classify two-dimensional figures into categories based on their properties
4. Classify two-dimensional figures in a hierarchy based on properties

SOCIAL STUDIES

The fifth grade social studies curriculum stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today.

History

Recognize what different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.

Geography

Gather, process, and report information about the United States, Canada, and Latin America, through the use of maps and other geographic representations.

Economics

Study the economies and economic systems of the United States, Canada, and Latin America through concepts such as scarcity, supply and demand, markets, and resources.

Government

Evaluate governmental structures and their functions as they vary in the United States, Canada, and Latin American countries today.

Social Studies Practices

A. Gathering, Interpreting and Using Evidence

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.
2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
4. Identify arguments of others.
5. Identify implicit ideas to draw inference, with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

B. Chronological Reasoning

1. Explain how events are related chronologically to one another in time.

2. Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.
3. Identify causes and effects using examples from current events or grade-level content and historical events
4. Identify and classify the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.
7. Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.
8. Recognize and identify patterns of continuity and change in history.
9. Understand the role of periodization as a practice in history and social studies.

C. Comparison and Contextualization

1. Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.
2. Categorize divergent perspectives of an individual historical event.
3. Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.
5. Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.

D. Geographic Reasoning

1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
5. Describe how human activities alter places and regions in the Western Hemisphere.
6. Recognize that boundaries and definition of location are historically constructed.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.
2. Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.
3. Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.
4. Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.
5. Explain the meaning of unemployment, inflation, income, and economic growth in the economy.
6. Describe government decisions that affect economies in case studies from the Western Hemisphere.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion, with teacher support.
2. Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.
3. Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.
4. Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.
5. Participate in negotiating and compromising in the resolution of differences and conflict.
6. Identify situations with a global focus in which social actions are required and suggest solutions.
7. Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.
8. Identify rights and responsibilities of citizens within societies in the Western Hemisphere.
9. Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere

SCIENCE

Opportunities are provided for students to obtain a high-quality science education in Life Science, Physical Science, and Earth & Space Science through three-dimensional learning. Students will engage in science and engineering practices, acquire sufficient core content knowledge, and make connections of science across other disciplines.

Structure and Properties of Matter

1. Develop a model to describe that matter is made of particles too small to be seen
2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved
3. Make observations and measurements to identify materials based on their properties
4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances

Matter and Energy in Organisms and Ecosystems

1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun
2. Support an argument that plants get the materials they need for growth chiefly from air and water
3. Develop a model to describe the movement of matter among plants (producers), animals (consumers), decomposers, and the environment

Earth's Systems

1. Develop a model using an example to describe ways the geosphere, biosphere, and/or atmosphere interact
2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
3. Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment

Space Systems: Stars and the Solar System

1. Support an argument that the gravitational force exerted by Earth on objects is directed downward
2. Support an argument that differences in the apparent brightness of the Sun compared to other stars is due to their relative distance from Earth
3. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky

3-5 Engineering Design

1. Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost
2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem

3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

TECHNOLOGY

Computer technology is integrated into the classroom and into the curriculum to support student learning, maximize individual achievement, and enhance teacher productivity. Students should be both comfortable with and adept to using computer technology, adjust to technology as it changes, and be able to use it as a tool to manipulate information and solve problems.

SPECIAL AREAS

Health and Physical Education

Personal Health and Fitness

1. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

A Safe and Healthy Environment

1. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

The Arts

Music (Creating, Performing, Responding, Connecting)

1. Students will read and perform musical literature on band and orchestra instruments
2. Students will perform simple harmony parts from music literature
3. Students will analyze and respond to recorded and notated music
4. Students will follow and respond to conductor cues and gestures
5. Students will assess self-performance

Visual/Media Arts (Creating, Presenting/Producing, Responding, Connecting)

1. Students will engage in design related to various roles in the arts
2. Students will demonstrate an understanding of techniques by appropriately selecting and using tools to create balanced compositions

3. Students will respond critically to historic artworks as well as their own personal creations inspired by the studied artists
4. Students will understand how artwork can be interpreted based upon personal and cultural experience and beliefs

Library

Information Literacy:

1. Student accesses information efficiently and effectively
2. Student evaluates information critically and competently
3. Student uses information accurately and creatively

Independent Learning:

1. Student pursues information related to personal interests
2. Student appreciates literature and other creative expressions of information
3. Student strives for excellence in information seeking and knowledge generation.