



# Rymfire Elementary School

Flagler County School District

## FIFTH GRADE

Volume I, Issue I

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### Raising Student Achievement One Day at a Time

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#### GRADE LEVEL EXPECTATIONS

#### A Representative Sample of Expectations by Grade Level

For more detailed grade level expectations see the Florida Department of Education Website

<http://www.firn.edu/doe/menu/sss.htm>

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Dear Parents,

The goal of Rymfire Elementary School is to provide a quality education for every student. Our school works toward this goal by making sure that every child has an exciting and meaningful learning experience. We expect all of our students to learn and demonstrate increasingly complex skills as they progress through the grades towards ultimately becoming a responsible and productive member of society.

In an effort to involve you to the greatest extent possible in your child's education, we have compiled an outline of what your child will learn in this grade level. You can impact your child's academic success by becoming familiar with this curriculum and how you can reinforce classroom activities at home. The grade level expectations have been adopted by the state to provide focus and consistency for teachers, parents, and students.

If you have questions regarding curriculum or school programs, please call your child's teacher.

Sincerely,  
Paula St Francis  
Principal

### Language Arts

#### Reading

- refines previously learned knowledge and skills of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, decoding context clues, predicting, variety of word structure, constructing meaning, purposes for reading)
- uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word origins, multiple meanings, antonyms, word relationships)
- develops vocabulary by listening to reading, and discussing both familiar and conceptually challenging selections
- uses resources, references and context to build word meanings
- uses a variety of strategies to monitor reading in fifth grade or higher texts (for example,

adjusting rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word)

- describes author's purpose and describes how an author's perspective influences the text
- knows characteristics of persuasive text
- uses a variety of criteria to choose own reading

#### Writing

- uses a variety of strategies to prepare for writing
- establishes a purpose for writing
- focuses on a central idea or topic
- uses an organizational pattern appropriate to purpose and audience

#### Special points of interest:

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- Internet Resources Page 5

*"There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book."*

*Marcel Proust*

- uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause and effect relationships)
- uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic
- revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details
- generally follows the conventions of punctuation, capitalization, and spelling appropriate at fifth grade or higher
- uses electronic technology to create, revise, retrieve, and verify information

**Listening, Viewing, and Speaking**

- understands information presented orally in a variety of forms
- uses strategies to respond to speakers
- identifies and explains the main concept and supporting details in a nonprint media message
- understands persuasive messages used in nonprint media (for example, television commercials, advertisements, commands, requests)
- uses strategies to speak clearly
- prepares for and gives presentations for specific occasions, audiences and purposes

**Mathematics**

**Number Sense, Concepts, and Operations**

- compares and orders whole numbers, commonly used fractions, percents, and decimals
- translates problem situations into diagrams, models, and numerals using whole numbers, fractions, mixed numbers, decimals, and percents
- knows that numbers in different forms are equivalent or nonequivalent, using whole numbers, decimals, fractions, mixed numbers, and percents
- knows that place value relates to powers of ten
- explains and demonstrates the inverse nature of multiplication and division, with

particular attention to multiplication by a fraction

- explains and demonstrates the commutative, associative, and distributive properties of multiplication
- uses problem solving strategies to determine the operation(s) needed to solve one and two step problems
- chooses, describes, and explains estimation strategies used to determine the reasonableness of solutions to real world problems
- finds factors of numbers to 100 to determine if they are prime or composite
- determines the greatest common factor or the least common multiple of two numbers up to 100 or more

**Measurement**

- knows varied units of time and uses schedules, calendars and elapsed time to

- uses visual aids, technology, or demonstrations to support a presentation

**Language**

- uses elements of grammar in speech
- uses sentence variety in a speech
- varies language according to situation, audience, and purpose
- uses appropriate words to shape reactions, perceptions, and beliefs (for example, connotative and idiomatic meanings, synonyms, antonyms, sensory words)
- uses appropriate available technologies to enhance communication

**Literature**

- reads a variety of literary and informational texts
- makes references and draws conclusions regarding story elements of a fifth grade or higher text
- understands cause and effect relationships in literary texts
- understands how the author's choices of language and story structure contribute to the overall quality of a literary work

**Ideas for Helping Your Child at Home**

- Attend plays and movies with your child. Compare the experiences with reading a book.

solve real world problems

- classifies angle measures as acute, obtuse, right, or straight
- investigates measures of circumference
- solves real world problems involving perimeter, area, capacity and volume using models and formulas
- uses customary and metric units to compare length, weight, or mass and capacity or volume
- knows an appropriate unit of measure (standard and nonstandard) to measure length, weight, and capacity

**Geometry and Spatial Sense**

- uses appropriate geometric vocabulary to describe properties and attributes of two and three dimensional figures
- draws and classifies two dimensional figures having ten or more sides and three dimensional figures

- draws and classifies figures
- knows the characteristics of and relationships among points, lines, line segments, rays and planes
- knows symmetry, congruency, and reflections in geometric figures
- knows the effect of a flip, slide, or turn (90, 180, 270 degrees) on a figure
- compares the concepts of area, perimeter and volume

**Algebraic Thinking**

- solves problems involving simple equations or inequalities
- translates equations into verbal and written problem situations
- uses a variable to represent a given verbal expression (for example, 5 more than a number is  $n+5$ )

**Data Analysis and Probability**

- interprets and compares information from different types of graphs
- creates an appropriate graph to display data
- interprets and complete circle graphs using common fractions or percents
- uses a stem and leaf plot from a set of data to identify the range, median, mean, and mode
- uses computer applications to record, display, examine, and evaluate data and to construct labeled graphs

**Ideas for Helping Your Child at Home**

- While shopping, ask your child to help you figure the cost of items that are on sale.

**Social Studies**

**Time, Continuity, and Change (History)**

- knows selected European explorers and the territories they explored in North America
- knows significant events in the colonization of North America
- knows significant events between 1756 and 1776 that led to the outbreak of the American Revolution
- knows selected principal ideas expressed in significant historical documents important to the founding of the United States
- understands selected geographic and economic features of the growth and change that occurred in American from 1801 to 1861

**People, Places, and Environments (Geography)**

- extends and refines use of maps, globes, charts, graphs, and other geographic tools

- understands varying perceptions of regions throughout the United States

**Government and the Citizen (Civics and Government)**

- understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of the United States government
- knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities

**Production, Distribution, and Consumption (Economics)**

- understands that scarcity of resources requires choices on many levels, from the individual to societal
- understands the basic concept of credit
- understands the roles that money plays in a market economy
- knows ways the Federal government provides goods and services through taxation and borrowing

**Ideas for Helping Your Child at Home**

- Talk to your child about how some local problems can be solved by communicating with local elected officials. Encourage your child to write to a politician to accomplish some goals for your neighborhood, city, or state.

**Science**

**The Nature of Matter**

- knows that different materials can be physically combined to produce different substances
- knows that materials made by chemically combining two or more substances have properties that differ from the original materials

**Energy**

- knows that energy can be described as stored energy (potential) or energy of motion (kinetic)
- understands that convection, radiation, and conduction are methods of heat transfer

**Force and Motion**

- understands that waves travel at different speeds through different materials
- understands how inertia, gravity,

friction, mass, and force affect motion

**Processes that Shape the Earth**

- understands how eroded materials are transported and deposited over time in new areas to form new features (for example, deltas, beaches, dunes)
- understands that geological features result from the movement of the crust of the Earth (for example, mountains, volcanic islands)

**Earth and Science**

- knows that the angle that the rays of the Sun strike the surface of the Earth determines the amount of energy received and thus the season of the year

**Processes of Life**

- understands how body systems interact (for example, how bones and muscles work together for movement)

**How Living Things Interact with Their Environments**

- understands how changes in the environment



affect organisms (for example, some organisms move in, other move out; some organisms survive and reproduce, other die)

**The Nature of Science**

- understands the importance of accuracy in conducting measurements, and uses estimation when exact measurements are not possible
- makes a prediction for a new investigation using data from a previous investigation

**Ideas for Helping Your Child at Home**

- Have your child observe a particular location next to water—the seashore, the river, a stream, a pond, etc. Choose a spot and watch for changes, especially after a heavy rain or during a dry season. Are there physical changes that occur? What happens in areas where there is runoff? Where does the dirt or sand go? Date and chart your observations.

## For Parents

Prepared by the FCRR Curriculum and Instruction Team:

Marcia Kosanovich, Ph.D. Carol Robinson, Ph.D. Mary Van Sciver, M.S. Michelle Wahl, M.S.

1. Create a special workspace and schedule daily quiet time for your child to do his/her homework from school. Be sure this is a time you are available to help if needed.
2. Schedule 15 minutes of special time everyday to read to your child. Before you read each book, read the title and look at the cover and pictures inside. Ask your child what she thinks the book may be about (prediction). After reading the book, review her prediction. Was the prediction right? If not, what happened instead?
3. Plan to go to the school library, public library, or the local bookstore once each week and read a new book together. After reading each book, talk to him about what happened at the beginning, the middle, and the end of the story.
4. Play rhyming games. Say two words that rhyme (e.g. cat, sat) and ask your child to say a word that rhymes with your words. Take turns. Ask your child to say a word and then you respond with a rhyming word. For example, child says "cat", parent says "hat"; child says "chair", parent says "pair".
5. Take turns thinking of two words that begin with the same sound. Examples: mom, moon; dog, door; fun, fast; paper, pet.
6. Play the "say it fast" game. Say a word, one sound at a time and have your child say the word at a normal rate. For example, you say each sound in the word cat, "/c/ /a/ /t/." Then your child says the word at the normal speed, "cat." Play this game with about five to ten short words (e.g. am, is, it, in, on, sit, pan, sun, top, net, fin) each day.
7. Take every opportunity you can to help increase your child's vocabulary. You can do this by pointing to things and asking the child to tell you what they are, or you can stop and explain the meaning of any words in your reading that the child may not understand. The more you talk to your child, the faster their vocabulary will grow.

## Web Sites For Parents

<http://www.netsmartz.org/>

The NetSmartz Workshop is an interactive, educational safety resource to teach kids and teens how to stay safer on the Internet. NetSmartz combines the newest technologies available and the most current information to create high-impact educational activities that are well received by even the most tech-savvy kids

<http://www.healthykids.org/>

A public/private organization providing quality health insurance to Florida's children.

<http://www.readingrockets.org/home.php>

Hundreds of research-based and best-practice articles about reading and video interviews with top children's book authors plus great kids books.

<http://www.rif.org/>

<http://www.fcatexplorer.com>

**"If you add a little to a little, and then do it again, soon that little shall be much." —Hesiod**

## Suggested Books

Summer of the Swans - Betsy Byers

A Wrinkle in Time - Madeline L'Engle

Bridge to Terabithia - Katherine Patterson

Island of the Blue Dolphins - Scott O'Dell

Journey to Jo'Burg - Beverly Naidoo

Julie of the Wolves - Jean Craighead George

Souder - William Armstrong

M.C. Higgins the Great - Virginia Hamilton

My Brother Sam is Dead - James Collier

Tom Sawyer - Samuel Clemens

The Lorax - Dr. Seuss

Where the Red Fern Grows - Wilson Rawls

The Cay - Theodore Taylor

Grandfather Tang's Story - Ann Tombert

Number the Stars - Lois Lowry

The Thief Lord - Cornelia Funke

Mr. Tucket - Gary Paulsen

The Revenge of the Whale: The True Story of the Whaleship Essex - Nathaniel Philbrick

Triumph on Everest: A Photobiography of Sir Edmund Hillary -

Brian Colburn

One Wild Ride: The Life of Skateboard Superstar Tony Hawk-

Mark Stewart

Eyewitness: Pirate - Richard Platt

Countdown - Ben Mikaelson

Alphabet City Ballet - Erika Tamar



The Music of the Dolphins - Karen Hesse

The Orphan of Ellis Island: A Time Travel Adventure - Elvira Woodruff

*Children are made readers on the laps of their parents. (1994)*

*~ Emilie Buchwald ~*

*"Children are our most valuable natural resource."*

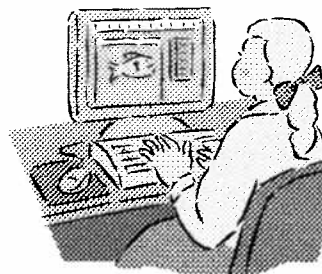
Herbert Hoover

President, Engineer,

Statesman, and

Humanitarian

1874-1964



<http://www.funbrain.com>

<http://www.shodor.org/interactivate/activities/>

<http://amby.com/educate/math.html>

<http://www.aolatschool.com/>

<http://nces.ed.gov/nceskids/graphing/>

<http://www.homeworkspot.com/elementary/math/>

<http://darkwing.uoregon.edu/~leslieob/pizzaz.html>

<http://www.eduplace.com/graphicorganizer/>

<http://www.google.com/earth/>

<http://fcit.usf.edu/florida/default.htm>

<http://www.readingquest.org/strat/>

<http://www.netrover.com/~kingskid/108.html>

<http://www.surfnetkids.com/games/>