#### A MESSAGE TO OUR FAMILIES

Welcome to the Phoenix Elementary School District! Our schools are committed to providing a high-quality educational program for your children by setting high expectations for their performance in the classroom. We believe that strong ties to our families and community help your child become a responsible, life-long learner.

This brochure is a <u>summary</u> of grade level learning expectations for Language Arts, English Language Learners, Mathematics and Science. By the end of this school year, mastery of these skills will prepare your child for success next school year.

The learning expectations listed here <a href="mailto:summarize"><u>summarize</u></a> the Phoenix Elementary District curriculum. These expectations reflect the goals of the school district to ensure a quality curriculum for students and accountability to the community.

The Phoenix Elementary School District curriculum is guided by the Arizona's Academic Standards. Follow this link to the Arizona Department of Education website for additional information about the academic standards:

www.azed.gov/standards-practices/.

The District's 2025 Strategic Plan provides clear expectations for our student's academic success. Goals include:

- We will ensure every student we serve is achieving academic success.
- We will engage every student in a rigorous, relevant, research-based learning environment led by welltrained staff.
- We will ensure student enrollment is at capacity in effective and attractive Signature and Neighborhood schools accessible to all.
- Follow this link for additional information about the 2025 Strategic Plan: <u>phxschools.org/district/about/</u> strategic-plan/.

Please contact your child's teacher at any time, and be sure to attend conferences with your child's teacher in October, January and March.

# 5<sup>th</sup> GRADE

**Learning Expectations** 



# WHAT WILL YOUR CHILD LEARN IN SCHOOL THIS YEAR?



**English Language Arts** 



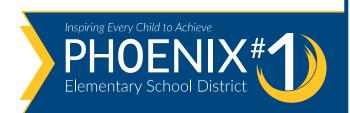
**English Language Learners** 



**Mathematics** 



Science



Curriculum and Instruction 2019-2020



## Reading, Writing, Language, Listening and Speaking - Includes Fiction and Non-Fiction

By the end of the school year, students should:

- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Compare two or more characters, settings, or events in a story or drama, drawing on specific details in the text
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- Write opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- Build knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore



#### **Oral Language**

By the end of the school year, students should:

- Express orally his or her own thinking and ideas
- Identify and apply conventions of Standards
  English in his or her communications
- Listen actively to the ideas of others in order to acquire new knowledge

#### Reading

By the end of the school year, students should:

- Demonstrate understanding of print concepts of the English language
- Identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts
- Acquire English language vocabulary and use it in relevant contexts
- Analyze text for expression, enjoyment, and response to other related content areas
- Read with fluency and accuracy

#### **English Grammar, Structure and Usage**

By the end of the school year, students should:

- Use the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions and interjections
- Use the following grammar skills: phrase construction, sentence construction, questions, and phonology link
- Speak and write in both simple and complex sentences using regular and irregular subjects and verbs while incorporating a variety of sentence structures that reflect their understanding of tense, subject-verb agreement, and parts of speech
- Express themselves in colloquial and written forms that reflect their growing familiarity with different writing genres (expository, narrative, and research) as well as nuances in social interactions (asking directions, making invitations, offering suggestions) and by asking and responding to instructional questions, presenting narratives, and preparing and giving oral reports



#### **English Language Learners**

#### Writing

By the end of the school year, students should:

- Express his or her thinking and ideas in a variety of writing genres
- Identify and apply conventions of Standard English is his or her communications
- Use the steps of the writing process as a writing piece moves toward completion
- Integrate elements of effective writing to develop engaging and focused text
- Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks

NOTE: Instruction will vary based on student's language level: Pre-Emergent, Emergent, Basic or Intermediate.



#### **Mathematics**

#### **Operations and Algebraic Thinking (OA)**

By the end of the school year, students should:

- Write and interpret numerical expressions
- Analyze patterns and relationships

#### **Number and Operations in Base Ten (NBT)**

By the end of the school year, students should:

- Understand the place value system
- Perform operations with multi-digit whole numbers and with decimals to hundredths

#### **Number and Operations—Fractions (NF)**

By the end of the school year, students should:

- Use equivalent fractions as a strategy to add and subtract fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions

#### Measurement and Data (MD)

By the end of the school year, students should:

- Convert like measurement units within a given measurement system
- Represent and interpret data
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

#### **Geometry (G)**

By the end of the school year, students should:

- Graph points on the coordinate plane to solve real-world and mathematical problems
- Classify two-dimensional figures into categories based on their properties

#### **Mathematical Practices (MP)**

By the end of the school year, students should:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



#### Science

#### **Fifth Grade Science Learning Modules**

- Levers and Pullevs
- Mixtures and Solutions
- My Body and Me

#### **Science as Inquiry**

By the end of the school year, students should:

- Use the scientific process
- Create a model to illustrate a system
- Organize and present scientific data
- Analyze scientific information
- Communicate information about scientific observations and ideas orally
- Write about scientific information in a report, log, journal, or lab activity

#### **History and Nature of Science**

By the end of the school year, students should:

- Identify milestones in science
- Describe how science and technology are related
- Identify characteristics of scientific ways of thinking

#### Science

### Personal and Social Perspectives in Science and Technology

By the end of the school year, students should:

- Recognize how science is used in a variety of careers
- Identify a human or environmental need in the world around them

#### **Life Science**

By the end of the school year, students should:

- Identify the functions and parts of the skeletal system
- Identify types of muscles (e.g., cardiac, smooth, skeletal)
- Identify the functions and parts of the nervous system
- Distinguish between voluntary and involuntary responses

#### **Physical Science**

By the end of the school year, students should:

- Identify that matter is made of small units called molecules and atoms
- Distinguish between mixtures and compounds
- Describe physical and chemical changes of matter
- Examine forces and motion through investigations using simple machines
- Demonstrate effects of variables on an object's motion

#### The Important Role of Parents, Guardians and Caregivers

Let your child know that you value education and believe he or she can succeed in school. Find out your school's homework policy, establish routines, and provide a quiet, well-lit place to study. Remember that homework is your child's responsibility; help by listening carefully and asking questions rather than providing answers. Here are some ideas on how to help your child get the most out of his or her school experience:

- Read children's literature aloud, or set aside time for your child to read independently and discuss the story with you.
- Set up a quiet home reading time when everyone in the family reads.
- Discuss the characters, places, and situations in stories, asking what parts of the book remind your child of personal experiences or of parts of other books.
- Encourage your child to record ideas, observations, and stories in a writer's journal.
- Help your child seek information through reading. Some examples of activities include following instructions to put something together, or using dictionaries and encyclopedias to find definitions and facts.
- Encourage your child to write and send letters to relatives and friends.
- Subscribe to a magazine that is appropriate for your child and which appeals to his or her interests. Your child's teacher or local librarian can make suggestions.
- Have your child participate in activities involving money, such as shopping, managing an allowance, and rolling coins.
- Involve your child in estimating distance, money, quantity, and time.
- Encourage your child to think through and explain his or her solutions to math problems.

