

**Cumberland County Schools**  
**Parent Curriculum Guide**

**Extended  
Common Core  
Standards**



**Fifth Grade**

# EXTENDED ENGLISH LANGUAGE ARTS

The elementary extended language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit an understanding of increasingly complex skills. The following grade-specific standards define what students should understand and be able to do by the end of the year.

## Reading: Literature

### Key Ideas and Details

1. Select quotes that explain what the text says explicitly.
2. Identify the problem in a story, drama, or poem.
3. Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys).

### Craft and Structure

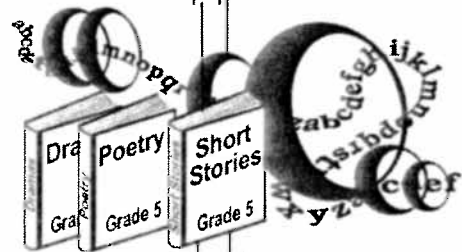
4. Determine the literal meaning of words and phrases as they are used in a text.
5. Demonstrate understanding of an author's use of structure by continuing a story or poem using the same structure (e.g., *Then the big bad wolf went to the house that the pig made of steel and said, "I'll huff and I'll puff."*).
6. Identify words that describe the narrator or speaker in a story.

### Integration of Knowledge and Ideas

7. Identify visual or multimedia elements that contribute to the meaning of a text.
8. (Not applicable to literature)
9. Compare and contrast two books on the same topic or theme.

### Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., *Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describes the narrator.*).



## Reading: Informational Text

### Key Ideas and Details

1. Select quotes that explain what the text says explicitly.
2. Determine the topic of a text and identify key details that relate to it.
3. Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both: severe storms, dangerous, related to weather).

### Craft and Structure

4. Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area (e.g., *Thunderstorms have thunder, <lightening>, and strong winds.*).
5. Determine the chronology, comparison, cause/effect, or problem/solution presented in a text.
6. Compare and contrast two written accounts of the same experience or event.

## Reading: Informational Text (Continued)

### Integration of Knowledge and Ideas

7. Locate information or the answer to a question in a text (e.g., *Read/listen to the text to find how the animal adapts.*)
8. Determine which evidence (details and examples) supports which points in a text (e.g., *In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.*).
9. Compare and contrast several texts on the same topic.

### Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., *Read or listen to the text to find out three facts about bears. Read or listen to the text to compare what it says about animals to what we learned about animals yesterday.*).

## Reading: Foundational Skills

### Phonics and Word Recognition

1. Apply letter-sound and word analysis skills in reading words.
  - a. Decode single syllable words.
  - b. Read common high frequency words.

### Fluency

2. Read text comprised of familiar words with accuracy and understanding to support comprehension.

## Writing

### Text Types and Purposes

1. Write\* opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. State a topic or book to write about and state an opinion about it.
  - b. Provide reasons that support the opinion using 2-3 word combinations.
  - c. Provide facts or details to support opinion using 2-3 word combinations.
2. Write\* to convey information and ideas clearly.
  - a. State a topic and select illustrations or visual/tactile supports related to it.
  - b. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.
  - c. Provide facts or details related to the topic using 2-3 word combinations.
3. Write\* a narrative about a real or imagined event or experience.
  - a. Describe the event or experience using 2-3 word combinations.
  - b. Describe 3 or more events in sequence.
  - c. Provide a sense of closure.

\* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

## Writing (Continued)

### Production and Distribution of Writing

4. With guidance and support from adults produce writing\* in which the organization is appropriate to the task and purpose.
5. With guidance and support from adults, add more and clarify writing\* to strengthen and develop it.
6. With guidance and support from adults, use technology to produce and publish writing\*.

*\* Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

### Research to Build and Present Knowledge

7. Gather information about a topic from several sources.
8. Identify or recall information relevant to a personal experience or a topic and then sort the information into categories.
9. Write\* in response to text being read or heard and topics being researched.
  - a. Apply *grade 5 Extended Reading standards* to literature (e.g., Identify the problem).
  - b. Apply *grade 5 Extended Reading standards* to literary nonfiction (e.g., Determine the topic and key details).

### Range of Writing

10. Write\* routinely over extended time frames (e.g., return to piece on more than one day) for a range of discipline-specific tasks, purposes, and audiences.

*\* Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

## Speaking and Listening

### Comprehension and Collaboration

1. Participate in communicative exchanges.
  - a. Come to discussions prepared to share information.
  - b. Communicate directly with peers in multi-turn exchanges.
  - c. Ask and answer questions of adult or peer communication partners to clarify and elaborate.
  - d. Make comments that contribute to the discussion and link to the remarks of others.
2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodality.
3. Identify the points a speaker makes.

### Presentation of Knowledge and Ideas

4. Report on a familiar topic or text or present an opinion, providing 2 or more facts or details related to it.
5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.
6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, "Did you like it?" and a simple "Yah" is acceptable).

# Language

## Conventions of Standard English

1. Demonstrate understandings of standard English grammar and usage when communicating.
  - a. Use frequently occurring conjunctions (e.g., *and, but, for, because*).
  - b. Use singular and plural nouns with matching verbs (e.g., *I eat. He eats.*).
  - c. Form and use the past tense of frequently occurring irregular verbs (e.g., *went, sat, ate, told*).
2. Demonstrate understandings of capitalization, ending punctuation, and spelling patterns when writing.
  - a. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
  - b. Capitalize the first word in a sentence.
  - c. Capitalize names.
  - d. Use period to mark the end of a sentence.

## Knowledge of Language

3. Use language to achieve desired meaning when writing or communicating.
  - a. Combine simple sentence to create more complex sentences (e.g., *I like milk. I like cookies. I like milk and cookies.*).

## Vocabulary Acquisition and Use

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
  - a. Choose from an array of content related words to complete sentence read aloud by adults.
  - b. Use frequently occurring root words (e.g., *cook*) and their inflectional forms (e.g., *cooks, cooked, cooking*).
5. Demonstrate understanding of word relationships.
  - a. Use words with multiple meanings accurately (e.g., identify a *duck* as a type of bird and use the verb to *duck*).
  - b. Use simple, common idioms (e.g., *you bet, it's a deal, cool*).
  - c. Distinguish shades of meaning of adjectives differing in intensity (e.g., *uncomfortable, painful*).
  - d. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).
6. Use words appropriately across contexts including words and phrases that signal continuation (e.g., *We used the small ramp and then*) and contrast (e.g., *He likes it but*).

# EXTENDED MATHEMATICS

The elementary extended mathematics curriculum is designed to develop deep understanding of foundational math ideas. The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics.

## Operations and Algebraic Thinking

### Write a simple numerical equation

1. Write and solve a number problem based on a real-world situation.

### Analyze patterns and relationships

2. Use repeating shape and numerical patterns to identify the unit, correct errors, and extend the pattern.
3. Understand the concept of counting by 2's and 5's.
4. Understand counting by 10's on and off the decade (0-100).

## Number and Operations in Base Ten

### Understand the place value system

1. Understand the sequential order of the counting numbers (0-100) and their relative magnitudes.
2. Illustrate whole numbers in groups of one's and ten's by composing and decomposing.

### Perform operations with multi-digit whole numbers (0-100)

3. Solve addition and subtraction problems when initial is unknown (i.e.  $+ 2 = 10$ ;  $-2 = 8$ ).
4. Use concrete objects to illustrate the commutative property.
5. Solve single and multi-digit addition and subtraction equations (no regrouping).
6. Illustrate the concept of multiplication by using equal shares to make 1-5 equal groups.
7. Illustrate the concept of division by making 1-5 equal sized groups and count number of groups.
8. Illustrate "left over" using objects and representations (remainder).

## Number and Operations - Fractions

### Develop an understanding of addition with fractions

1. Identify whole, half, fourth and third using concrete models (use continuous and discrete items).
2. Use symbolic representation for each fractional part.
3. Understand a set must be divided into equal parts of the whole and when reassembled recreates the whole using a model.
4. Add fractions with like denominators to make a whole (halves, thirds, fourths).

## Measurement and Data

1

2

3

### Solve measurement problems using time, length, and mass (customary system)

1. Tell time to the nearest 5 minutes.
2. Compare the weight and length of an object using two different units.
3. Estimate which standard unit will need more or less units to measure same item.
4. Solve problems using appropriate vocabulary to describe differences in length and weight (e.g. more, less, same).

### Represent and interpret data

5. Collect, organize and display data on a picture, line plot or bar graph.
6. Interpret graphs (more, less, same).

## Geometry

### Graph points on the coordinate plane

1. Plot points in 1st quadrant

### Classify two-dimensional figures into categories based on their properties

2. Classify figures based on angles and parallel sides.
3. Sort figures and describe the common attribute(s).

# EXTENDED SCIENCE

The goal for fifth grade extended content students is focused on Physical Science, Earth Science and Life Science. In Physical Science the fifth graders will explore how forces affect motion and the effect of change on properties and structure of matter. The effect of dangerous weather on the Earth will be the focus of Earth Science. In Life Science, third graders will study the human body and how plants and animals are interdependent.

## Physical Science

### Forces and Motion

**Understand how force can change motion of object.**

1. Describe factors that would make it easier or harder to push or pull an object (wheels, round, flat, heavy, light).
2. Compare changes in motion (speeding up, slowing down) under certain conditions (e.g., steeper ramp, more weight, more or less force).

### Matter, Properties, and Change

**Understand the structure and property of matter before and after they undergo change.**

1. Identify processes (e.g. burning or cooking) that result in a chemical change in matter.
2. Compare physical and chemical changes of matter.
3. Classify changes in matter as physical (reversible) or chemical (irreversible).

## Earth Science

### Earth Systems, Structures, and Processes

**Understand dangerous weather conditions.**

1. Describe different types of weather (e.g. rain showers, thunderstorms, hail, tornadoes, hurricanes, blizzards).
2. Identify reasons for staying inside during severe weather (e.g. thunderstorms, hail, tornadoes, hurricanes).

## Life Science

### Structures and Functions of Living Organisms

**Understand how internal and external structures of the human body perform functions necessary for life.**

1. Identify internal structures of the human body (e.g. heart, lungs, bones, stomach, muscles) and their functions.
2. Understand how the functions of internal and external structures (e.g. eyes, nose, ears, mouth) of the human body are essential for life.

## Life Science (Continued)

### Ecosystems

**Understand the interdependence of plants and animals with their ecosystem.**

1. Identify common ecosystems (e.g. oceans, lakes, deserts, forests, etc.).
2. Identify animals and plants found in common ecosystems (e.g. ocean, forest, lake, desert, arctic).
3. Classify parts of different ecosystems as living and non-living.

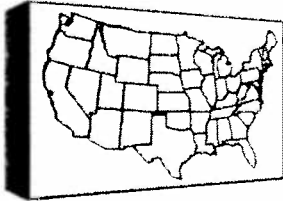




# EXTENDED SOCIAL STUDIES

In fifth grade, students draw upon knowledge learned in previous grades to understand human activity effects United States and economics. Fifth graders will explore how rights and responsibilities of citizens in their community

## Geography and Environmental Literacy



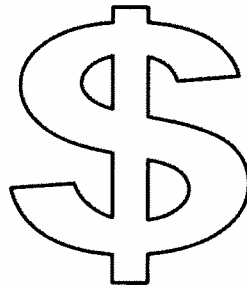
**Understand how human activity has and continues to shape the United States**

1. Compare the effects of human activity on the physical environment.
2. Explain when and why people make decisions about transitions based on where they are and where they may be going.
3. Utilize technological tools to assist in accessing wants and needs across environments.
4. Use maps to move to various locations within the school.

## Economics and Financial Literacy

**Understand that individuals contribute to the division of labor in many ways**

1. Understand that more than one person can contribute to a good or service.
2. Describe personal responsibility and the effect on division of labor.
3. Understand consequences of contributing or not contributing to the division of labor.



**Understand the economic factors when making personal choices**

1. Apply decision making skills on spending and saving.

## Civics and Governance

**Understand the rights and responsibilities of citizens**

1. Analyze the rights and responsibilities of individuals in a group.
2. Explain why rights and responsibilities within the environment support the concept of the "common good".
3. Identify the feelings of others in a group about a topic.
4. Actively engage in communicative exchanges by making comments and asking questions that contribute to the discussion and link to the remarks of others.

