

GRADE 5

CURRICULUM GUIDE

The Duxbury Public Schools Curriculum Guide highlights the targeted skills for each grade level, Kindergarten through grade 5. Targeted skills are from the most recent Massachusetts Curriculum Frameworks in the following areas:

[Massachusetts Curriculum Frameworks for English Language Arts and Literacy, 2017](#)

[Massachusetts Curriculum Frameworks for Mathematics, 2017](#)

[Massachusetts Curriculum Frameworks for Science and Technology, 2016](#)

[Massachusetts Curriculum Frameworks for History and Social Science, 2018](#)

[Massachusetts Comprehensive Health Curriculum 1999](#)

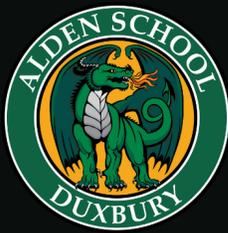
[Massachusetts Digital Literacy and Computer Science Framework, 2016](#)

The Massachusetts Department of Elementary and Secondary Education has provided this wonderful [one page guide](#) for each subject area in grade 5. It will give you a great overview of the new skills specific to grade 5.

It is available in other languages and grades at this site
<https://www.doe.mass.edu/highstandards/default.html>

If you are looking for specific grade level standards, read on in this curriculum guide.

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Literacy

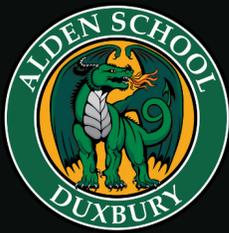
Literacy consists of the skills necessary to read, write, listen and speak. The following are the targeted standards for Fifth Grade Literacy Instruction:

Reading Literature

- Quote or paraphrase a text accurately when explaining what the text states 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 a 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; identify and explain the effects of 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 in a story, myth, poem, or drama.
- 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 or adventure stories) on their approaches to similar themes and topics.
- Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.

Reading Informational Texts

- Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text.
- Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.



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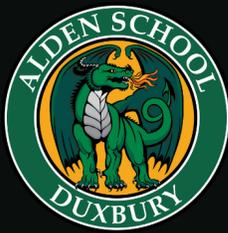
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points 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 knowledgeably about the subject.
- Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

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.

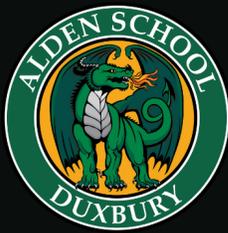
Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - Provide a concluding statement or section related to the opinion presented.



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- 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 in paragraphs and sections; include text features (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, phrases, and clauses (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 in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
 - Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
 - Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
 - Use a variety of transitional words, phrases, and clauses to manage sequence.
 - Use concrete words and phrases and sensory details to convey experiences or events precisely
 - Provide a sense of closure appropriate to the narrated experiences or events.
 - For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing.
 - For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - Demonstrate command of standard English conventions
 - Demonstrate the ability to use general academic and domain-specific vocabulary appropriately
- Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

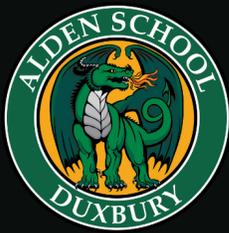


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- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
- 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.

Speaking and Listening

- 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 by making 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.
- 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.
- Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary.
- Include multimedia components and visual displays in presentations when appropriate to enhance 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.



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Language

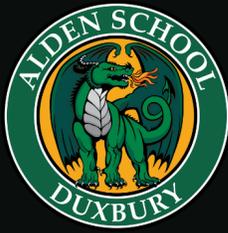
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
- Recognize and correct inappropriate shifts in verb tense.
- Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.

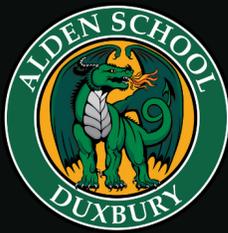
Word Usage

- Form and use perfect verb tenses.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
 - 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 (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - Use underlining, 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 (e.g., cause/effect relationships and comparisons in text) 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 (e.g., photograph, photosynthesis).



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- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
- Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 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 contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



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MATH

Fifth Grade Math focuses on the three main areas of developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and developing understanding of volume.

Operations and Algebraic Thinking (OA)

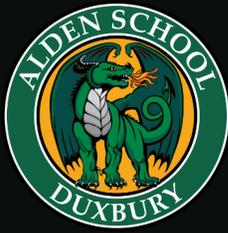
- Using parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
- Generating two numerical patterns using two given rules, forming coordinate pairs and graphing them on the coordinate plane

Number and Operations in Base Ten (NBT)

- Understanding the place value system by determining how powers of 10 correspond to digit positions in whole and decimal numbers
- Reading, writing, and comparing decimals to thousandths and round to any place
- Fluently multiplying multi-digit whole numbers using the standard algorithm
- Illustrating and explaining division of multi-digit, whole number calculations by using equations, rectangular arrays, and/or area models
- Adding, subtracting, multiplying, and dividing decimals to hundredths using concrete models or drawings and place value or operations strategies

Number and Operations—Fractions (NF)

- Adding and subtracting fractions with unlike denominators (including mixed numbers) using an equivalent fractions strategy
- Solving word problems involving addition and subtraction of fractions (part/whole or set), using benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers
- Problem solving with fractions, using visual fraction models and equations to find area, resize (scaling), and solve other real world problems.



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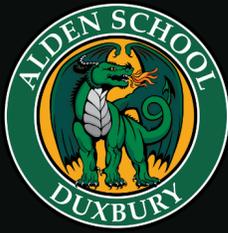
Measurement and Data (MD)

- Converting among different-sized standard measurement units within a given measurement system and using these conversions in solving multi-step, real-world problems.
- Making a line plot (dot plot) to display a data set of measurements in fractions of a unit and using fraction operations to problem solve with the data
- Recognizing volume as an attribute of solid figures that is measured in cubic units and determining volume by counting unit cubes or applying the volume formula to right rectangular prisms
- Relating volume to the operations of multiplication and addition, solving real-world and mathematical problems involving volume

Geometry (G)

- Representing real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane
- Classifying 2-dimensional figures in a hierarchy based on properties

[Quick Reference Guide: Standards for math practice Grades 3-5](#)



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SCIENCE

The following are the targeted standards for Fifth Grade Science instruction:

Earth Science

- Constructing an argument about the sun's appearance
- Using models to explain Earth's relationship to the sun, moon and stars
- Using a model to explain the cycling of water on Earth
- Graphing the locations and relative amounts of fresh and saltwater
- Obtaining information about human's impact on the environment
- Testing, and proposing a change to, a water filter design

Life Science

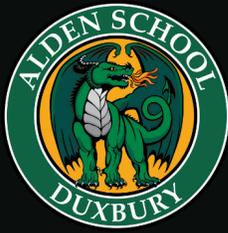
- Asking scientific questions about how plants obtain materials to live and grow
- Developing a model to describe movement of matter in the environment
- Comparing the effectiveness of compost designs

Physical Science

- Using a model of matter to explain phase changes
- Measuring conservation of matter
- Observing and measuring substances to describe characteristic properties
- Experimenting to see if mixing substances creates a new substance
- Supporting an argument that gravity is directed towards Earth's center
- Describing that the food animals digest provides energy and nutrients for life processes

Technology/Engineering

- Using drawings to show the relationships between parts of a device
- Communicating about changes to improve technologies and the development of new technologies that fulfill a want or need



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SOCIAL STUDIES

The following are the targeted standards for Fifth Grade Social Studies instruction:

- Describe the beginnings and early growth of the American colonies.
- Explain the reasons for the American Revolution and how it involved Massachusetts people.
- Use primary sources (like letters and other texts from the 1700s) to explain the importance of the Constitution and Bill of Rights.
- Describe the work of the first three United States presidents, the War of 1812, and conflicts with Native Peoples in the early 1800s.
- Explain why the Civil War was an important turning point in United States history.
- Explain how ideas and events from the 1800s contributed to civil rights movements in the 1900s and 2000s.
- Explain how the African American civil rights movement of the 1900s was a model for other civil rights movements.
- Describe how voting rights in the United States expanded in the 1800s and 1900s.
- Analyze multiple accounts of the same historical event or topic (like books written from different perspectives).