

# Washoe County School District Family Guide to Learning

*How you can help your child succeed  
in elementary school*



Washoe County  
School District



## 5th Grade Curriculum Guide

## **Washoe County School District** **5<sup>th</sup> Grade Family Guide to Learning**

*How you can help your child succeed in elementary school*

This guide provides an overview of what your child will learn by the end of fifth grade as determined by the Nevada Academic Content Standards (NVACS), our statewide academic standards. The NVACS describe what all students should know and be able to do from kindergarten through the 12th grade. The NVACS is a set of minimum expectations, not a curriculum, so decisions about how to help students meet learning goals remains in the hands of the District, schools, and teachers.

The guide focuses on the key concepts in literacy, mathematics, science, and social studies as well as library, music, computers, 21<sup>st</sup> Century Skills, and Social & Emotional Learning. If your child meets the expectations outlined in the NVACS, he or she will be well prepared for 6<sup>th</sup> grade.

If you have any questions or would like more information, please feel free to contact your child's teacher.

For additional ideas for learning at home, or to learn more about the Nevada Academic Content Standards please visit us online at <http://www.washoeschools.net/Page/1002>.



**Washoe County School District**

Every Child, By Name And Face, To Graduation<sup>SM</sup>

## ENGLISH LANGUAGE ARTS

As part of helping your elementary student become College and Career Ready, your child's teacher will be

1. Helping your student get into the habit of using evidence in speaking, reading and writing.
2. Building knowledge using non-fiction text.
3. Developing skills necessary for your student to work with challenging texts and its academic vocabulary.

### **Reading – Foundations, Literature, and Informational Text**

- Quote accurately from a text when explaining what the text says.
- Determine two or more main ideas of a text; explain how they are supported by details. Summarize the text.
- Figure out the meaning of unfamiliar words using knowledge of syllables and Greek and Latin root words (e.g., port, ped, centi, ist, graph, sphere), prefixes, and suffixes (e.g., in-, ir-, non-, -able, -ion, -tion).
- Recognize and use features of digital text (e.g. hyperlinks, annotation tools).

### **Writing**

- Write opinion pieces on topics or texts. Support a point-of-view and include reasons or information for that point-of-view.
- Write informative texts to examine a topic; present ideas and information clearly.
- Investigate a topic for a research project using print and digital resources.

### **Language**

- Expand and combine sentences for meaning, interest, and style.
- Use relationships between particular words (like synonyms or homographs) to better understand each of the words.
- Use digital tools to combine spoken text with other media, and incorporate feedback to improve these works over multiple iterations.

## Supporting Your Child's Learning at Home

- *Read news or magazine articles and discuss the main points and important details.*
- *Read/write poetry or watch plays together.*
- *Write about real-life experiences. For example, write a letter or a blog post to a family member to share recent events.*
- *Practice typing on the computer. There are many free typing activities and games for kids on the Internet.*
- *Read stories and dramas together; discuss the characters and their response to challenges.*
- *Compare characters or events in a story.*
- *Encourage your child to find and use online information when researching topics for school or personal interest.*
- *Encourage your child to create digital content, and share it with friends and family through tools like a family blog, and ask relatives to post comments.*
- *If you use social networking sites, consider creating collaborative posts with your child to help them understand appropriate online language and behaviors.*

## MATHEMATICS

### Operations and Algebraic thinking

- Understand and solve problems that have parentheses ( ), brackets [ ], or braces { }. What does  $(5 \times 4) + 3$  mean? Why is the order important?

### Number and Operations in Base 10

- Understand the place value system (e.g., a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left).
- Understand the connection among fractions and decimals (to the hundredths). Solve and represent problems with decimals and fractions such as .66 or  $\frac{2}{3}$  and 1.75 or  $1\frac{3}{4}$ .

### Number and Operations - *Fractions*

- Add, subtract, and multiply fractions (including mixed numbers). Use a model, drawing, or numbers. For example,  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ .
- Use what you know to solve word problems involving addition, subtraction, and multiplication of fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions. For example, when multiplying a problem such as  $\frac{3}{5} \times 6$ , the operations can be thought of in more than one way such as  $3 \times (6 \div 5)$  or  $3 \times \frac{6}{5}$  or  $(3 \times 6) \div 5$  or  $\frac{18}{5}$ .

### Measurement and Data

- Solve problems involving measurement and conversions of measurements from a larger unit to a smaller unit. For example know that 12 inches is 1 foot and 2 feet is 24 inches etc. Know the sizes of kilometers, meters, centimeters; pounds, ounces; liters, millimeters; hours, minutes, seconds.

## Supporting Your Child's Learning at Home

- Solve  $(5 \times 3) + 6 = 15 + 6 = 21$  and  $5 \times (3+6) = 5 \times 9 = 45$ . Explain why these two are different. Use words such as, "Five times three plus six" to describe the expression.
- When given a total at the store ask your child which whole number this total is closest to. For example: If the total is \$5.78, the child should be able to say this is closest to \$5.80 or \$6.00. When do you want to round to \$5.80 and when to \$6.00.
- When cooking, ask your child what would happen if you pour  $\frac{1}{3}$  cup and  $\frac{1}{2}$  cup of water into a 1 cup measuring cup? How much water would this be ( $\frac{5}{6}$  of a cup)? Is there enough room to add  $\frac{1}{4}$  cup more (no, it is  $\frac{1}{12}$  too much)?
- Ask your child to compare fractions. Ask questions, such as: Which is less?  $\frac{2}{3}$  or  $\frac{3}{4}$  ( $\frac{2}{3}$ )? How do you know? What fractions are larger than  $\frac{3}{4}$  (one example is  $\frac{5}{6}$ )? What fractions are between  $\frac{2}{3}$  and 1 (one example is  $\frac{5}{6}$ ).
- Ask questions that promote thinking: What is a good place to start? Does this problem remind you of another problem? Can you tell me what is happening in the word problem? What are you trying to figure out? Can you prove your thinking? Can you solve it another way?
- Encourage your child to use digital tools and apps that support development of mathematical concepts and skills.

## **MATHEMATICS (continued)**

### **Geometry**

- Understand how to plot points on a coordinate system. Solve real-world and mathematical problems graphing points on a coordinate plane using an ordered pair of numbers (coordinates).
- Classify two-dimensional figures into categories based on their properties. For example:
  - All rectangles have four right angles and squares are rectangles, so all squares have four right angles.
  - Squares and rectangles are part of a larger category called parallelograms, parallelograms have opposite sides that are parallel to each other. Parallelograms are part of a larger category called quadrilaterals, quadrilaterals are shapes that have four sides.

## SOCIAL STUDIES

### History

- Examine primary (historical) sources, including those found online, such as speeches, diaries, letters, etc., to better understand early American history.
- Identify the contributions of Native American nations in North America.
- Describe the social, political, and religious lives of people in the New England, middle, and southern colonies.
- Explain the causes and key events of the American Revolution.
- Describe the importance of rights and responsibilities in the U.S. Constitution and Bill of Rights.
- Use the Internet to find information and create digital products.

### Geography

- Construct maps, graphs, and charts (including with digital tools) to display information about human and physical features in the United States.
- Derive geographic information from photographs, maps, graphs, books, and online resources.
- Label a map of the United States with the state capitals.

### Economics

- Describe how a limited supply of goods will increase cost(s).
- Identify the resources needed in households and schools (e.g., food, textbooks, technology, teachers).
- Demonstrate an understanding of supply and demand in a market. For example, there is less demand for heating oil in summer months so producers refine less.
- Describe how economic realities in early America impacted the writing of the Constitution.

### Civics

- Describe the criteria for United States citizenship.
- Explain the symbolic importance of the Fourth of July/Independence Day.
- Provide examples of national, state, and local laws.
- Describe how the three branches of government are separated and have checks and balances.

## Supporting Your Child's Learning at Home

- *Visit local museums and virtual museum tours online for museums outside of your community.*
- *Discuss major news events on local, state, national, and world levels, and use social medial and online tools to monitor events.*
- *Study states and capitals on a map.*
- *Examine the cultural identity of our community.*
- *Discuss how supply and demand impact price.*
- *Examine how one person's spending becomes another person's income.*
- *Explain what it means to be a leader.*
- *Discuss the sources of information you use to form an opinion.*

## SCIENCE

### Structure and Properties of Matter

*Can new substances be created by combining other substances? When matter changes, does its weight change?*

- Matter can exist in particles too small to see and moves freely in space.
- Chemical changes or reactions.
- Conservation of mass (weight) with chemical, physical, and state changes. This means that matter can change from one form to another, mixtures can be separated or made, and pure substances can be decomposed, but the total mass remains constant.

### Matter and Energy in Organisms

*Where does the energy in food come from and what is it used for? How does matter cycle through ecosystems?*

- Plants absorb sunlight and turn that energy in to food.
- Food provides material for growth & repair, energy for motion and maintains warmth in animals.
- Food web in balanced and unbalanced ecosystems
- Cycle of matter in ecosystems

### Earth's Systems

*How much and what kind of water can be found in different places on Earth?*

- Earth's systems: define all, explore interactions between sets of two systems at a time (geosphere-the solid parts of the earth, hydrosphere-the liquid water on the earth, atmosphere-the layers of air surrounding the earth, and biosphere-the global sum of all ecosystems, integrating all living beings and their relationships.
- Location, amount, type and form of all Earth's water.
- How people protect Earth's resources and environments.

## Supporting your child's learning at home

- *Encourage your child to observe, ask questions, experiment, find information online, and seek their own understandings of natural and human-made phenomena around them.*
- *Melt an ice cube until it evaporates, talk about changes of states in matter: you begin with ice, as heat is added it becomes liquid, as it boils and evaporates it becomes steam.*
- *Create a terrarium and record observations.*
- *Discuss the different types of water on Earth and why we cannot use ocean water for plants and animals.*
- *Design a sundial. Find an example online and watch how shadows form at different times of the day and seasons.*

## **SCIENCE (continued)**

### **Space Systems**

*How do lengths and directions of shadows or relative lengths of day and night change from day to day? How does the appearance of some stars change in different seasons?*

- Evidence that gravity pulls objects down (toward the center of the Earth)
- Stars vary in distance from the earth and the intensity of their light is a function solely of that distance (at this grade level)
- Earth, moon and sun's role in the patterns and causes of day, night and length and direction of shadows
- Patterns of changing positions of sun, moon and stars in the sky over different time spans (within a day, month, and year).

\*Engineering opportunities that allow children to apply what they have learned in science and mathematics. These activities are based on real-world problems to see how science and mathematics are relevant to children's lives.

**Other areas of learning beyond the areas of reading and writing, mathematics, science, and social studies include:**

**Music**

- Sing in an ensemble while following a conductor.
- Sing diatonic melodies expressively using do, re, mi, fa, so, la, ti, and high do.
- Read rhythmic or melodic patterns by sight.
- Sing in three-parts by performing partner songs, rounds, canons, or a melody with a repeated melodic pattern (ostinato).
- Read and perform quarter notes, eighth notes, half notes, dotted half notes, whole notes, sixteenth notes, quarter rest, half rest, whole rest, and syncopated (uneven) rhythms using number counting.
- Play the violin as an introduction to string instruments.
- Play rhythmic, melodic, and chordal patterns in a small ensemble of classroom instruments using xylophones, recorders, hand bells or chimes, ukuleles or guitars in the key of C, G, D, and F Major.
- Improve the musical form of a piece by creating introductions, codas, and interludes in known songs.
- Use music vocabulary to describe tempo, dynamics, and style.
- Explain personal preferences for specific musical works and styles by using simple music vocabulary and experiencing digital music resources.
- “Tinker” with digital apps and tools for creating music and understanding music theory.

**Library**

- Information literacy by using the library catalog and digital sources to find resources by conducting author, title, subject, keyword, and Boolean searches; assembling facts, opinions, and point of view; and organizing an information product that presents different types of information.
- Independent learning by exploring a range of sources (in the library or online) to find information of personal interest or well-being and applying the information to real-life purposes; comparing and contrasting the various genres of literature including mythology, short stories, drama, poetry, fiction and non-fiction; and evaluating the information-seeking process at each stage as it occurs and making adjustments.
- Social responsibility by recognizing multicultural books that reflect the heritage and culture of groups within the United States; recording resources used to prepare a bibliography and citing sources; following copyright guidelines; and helping to organize and integrate the contributions of the group into information products.
- Technology as an important tool for learning while evaluating and sharing information in collaborative groups.
- Common behaviors used by independent learners in researching, investigating, and problem solving.
- Digital citizenship, copyright and fair use, and digital footprints.

## **Computers**

The ability to search for information on-line is one of the most important literacy skills a student can possess. Fifth graders will identify credible Internet sources and use the information to develop a greater understanding of academic content. They will develop a greater understanding of the risks in posting personal information on-line. They will continue to practice using proper communication skills as they communicate with others on the Internet. They will also continue to develop resources to prevent and cope with on-line bullying. Students will collaborate with one another to create presentations, brochures, flyers, and other publications. Fifth graders will publish materials using software technologies such as Microsoft Office products, and online tools and apps. Students will demonstrate command of keyboarding skills as they complete projects, tutorials, and other keyboarding lessons throughout the year. Students will also practice mathematics through various interactive software products.

## **Social and Emotional Competencies**

Social and Emotional Learning (SEL) is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

- **Self-Awareness:** Able to identify strengths and weaknesses and understand how they affect the choices he/she makes.
- **Self-Management:** Has ways to deal with upsetting emotions, including ways to calm herself/himself.
- **Social Awareness:** Able to work well with peers on a project or to meet a social service need.
- **Relationship Skills:** Able to tell the difference between safe and risky behaviors and can identify peer pressure toward risky behaviors.
- **Responsible Decision-Making:** Able to set goals and priorities and create a plan, related to schoolwork, family, and relationships.

## **21<sup>st</sup> Century Learning**

Students need to be prepared for this rapidly changing world and it is critical that we give them a well-rounded experience that includes not only strong academic content, but essential skills that prepare them for careers and college and help them to think critically, solve real-world problems, speak and write clearly, and work productively with others. These competencies, known as 21<sup>st</sup> century competencies, include:

- **Collaboration:** working effectively in pairs or groups
- **Knowledge Construction:** generating ideas and understandings about the world
- **Real-World Problem Solving and Innovation:** defining and developing solutions to problems
- **Use of Technology for Learning:** using technology creatively to construct knowledge
- **Self-Regulation:** planning and improving work over time
- **Skilled Communication:** connecting and expressing ideas to an audience

**Students in fifth grade will also be exposed to visual arts, physical education, and health concepts as applicable.**

MATHEMATICS LITERACY SCIENCE  
SOCIAL STUDIES  
Social and Emotional Learning  
library music computers  
21st Century Skills



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