Lake Orion Community Schools

Fifth Grade…
At A Glance

Empowering the Dragon community to achieve excellence.

District Mission

Empowering the Dragon community to achieve excellence.

District Vision

Empowered Dragons experience joy and success.

Belief Statements

We believe that:

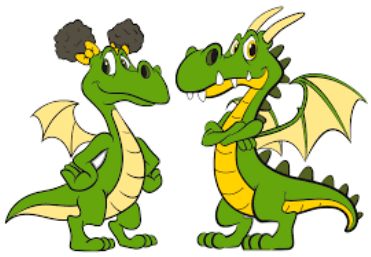
- *Preparing Dragons is a collaboration of students, staff, families, and community.*
- *We have a responsibility to provide a safe, welcoming, equitable learning environment where all individuals are respected and valued.*
- *In fostering an environment that cultivates each individual's maximum potential.*
- *Character development is an integral part of education.*
- *In a dynamic innovative approach to educating Dragons.*

This brochure contains the expectations for language arts, math, science, social studies, art, physical education, music, and media for each child in kindergarten. Separate brochures outline the expectation for other grades. The expectations are designed to ensure students receive sequenced instruction from grade to grade. These expectations are aligned with state and/or national standards.

The purpose of this brochure is to familiarize you with the concepts your child will be presented with throughout this school year. This information will allow you to work with your child's teacher to help provide the highest level of achievement. Use it when you talk with your child's teacher(s). Ask what you can do at home to support learning in the classroom and reinforce learning at home.

Lake Orion Community School teachers, administrators and support staff are committed to helping your child achieve their potential.

Lake Orion Community Schools does not discriminate on the basis of race, color, religion, sex, national origin, disability, marital status, height, weight or age. Board of Education policy forbids acts of illegal discrimination in all matters.



Fifth Grade is an important year for fostering independence and increasing responsibility. It is a year of climbing complexity as the children move from being elementary to middle school students.

We expect a significant amount of growth from our fifth graders as they prepare to leave us and move on to the middle school.

To accomplish the goals of independence and responsibility, students should use their planners to communicate effectively between home and school.

Responsibility is the key to success as fifth graders learn math, science, social studies, and language arts with an emphasis on demonstrating, applying, and analyzing learned skills and information. In science, our focus is always on student discovery. In each lesson, students act as scientists and/or engineers to make sense of their world and how it works. In fifth grade, they explore the relationships between the Earth, Moon, and Sun. Students investigate the structure and properties of matter and analyze the flow of matter and energy through ecosystems.

Time and attention are also given to ensure that important life skills and academics are intact as fifth graders become middle school students.

English Language Arts

Literacy in Fifth Grade

In fifth grade, your child will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research and responding analytically to literary and informational sources will be key to your child's continuing success. By devoting significant time and effort to produce numerous stories and essays throughout the year, he or she will gain control over many conventions of grammar, usage and punctuation, as well as learn new ways to make himself or herself understood.

Read Aloud with Discussion

Accountable Talk – Teachers read aloud to class daily. During this valuable time, teachers verbally interact with students. This process includes conversations throughout the entire reading process to enhance understanding and make connections with the story. The read aloud selections are a variety of genres – fiction, nonfiction, picture books or poetry. During this critical time of instruction, students will see and hear what readers do so that they may apply this same process in their own reading.

English Language Arts

Reading Workshop

Reading Workshop follows a predictable structure, fostering powerful learning. Each day, the teacher begins with a short lesson focusing on a skill or strategy that will benefit all students. Students self-select and read books that are at their independent reading levels. At this level, students can read almost all the words accurately, read with appropriate speed and expression and above all, understand the text. While students are reading, the teacher may meet with small groups or with individual students in order to meet their academic needs. Creating readers who love reading is the heart of Reading Workshop.

Writing Workshop

The structures of Writing Workshop are similar to that of Reading Workshop. Fostering a love for writing, daily opportunities for practice and maximum student choice are foundations of Writing Workshop classrooms. Your child will write narrative, informational, and persuasive pieces reflective of his/her interests and stage of writing development. Through individual meetings with the teacher, small group work, and assessment-based instruction, your child will be guided toward advancement of his/her writing skills. Students will publish and celebrate their many accomplishments throughout the year.

Word Study

Word study teaches students to examine words. They will discover the regularities, patterns, and conventions of the English language in order to read, write, and spell. Students pass through developmental stages and participate in word sorts and additional learning activities to meet their individual and small group needs.

What Your Child Will be Working on in Fifth Grade

Reading Standards for Literature and Informational Text

- Quoting accurately from a text when explaining what a text says or drawing inferences from a text.
- Summarizing the key details of stories, dramas, poems and nonfiction materials, including their themes or main ideas.
- Comparing and contrasting settings, events, characters in a story using details from the text to support the claim.
- Explaining the relationship between historical, scientific or technical events, ideas or interactions based on information presented in the nonfiction text.
- Describing how a narrator's point of view influences how events are described.
- Analyzing how multimedia elements contribute to the text.
- Compare and contrast nonfiction text structures.
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view.

- Integrating information from several print and digital sources to answer questions and solve problems.
- Independently reading a non-fiction fifth grade text with fluency accuracy and comprehension.
- Independently reading a fiction Level V text with fluency accuracy and comprehension.

Language and Foundational Reading and Skills

- Using strategies to problem solve unfamiliar words.
- Using phonics (i.e., letter sound knowledge, syllabication patterns, and morphology) and word analysis to figure out unfamiliar words.
- Using conjunctions, interjections, prepositions, verb tenses and correlative conjunctions (e.g., either/or) correctly when speaking and writing.
- Expanding, combining, or reducing the numbers of sentences to improve a piece of writing.
- Compare and contrast different varieties of English (e.g., dialects) used in literature.
- Gaining a command of punctuation when writing (i.e., commas to separate items in a series, commas to set apart an introductory element, commas to set off yes or no from the rest of the sentence, commas for direct address, underlining, or italics indicating titles).
- Writing complete sentences with correct capitalization and spelling.
- Applying spelling patterns and spelling rules when writing words.
- Using resources (e.g., electronic dictionaries) to correct improper spellings.
- Determining the meaning of unknown words using a variety of strategies (i.e., context, Greek and Latin affixes and roots, glossaries, electronic dictionaries, thesauruses.

Writing Standards

- Writing opinion pieces that introduce a topic or text clearly, state an opinion and logically group together ideas including relevant facts and details to support claims. Use linking words, phrases, or clauses to create cohesion, and conclude with a statement or section related to the opinion presented.

English Language Arts Continued

- Writing information/explanatory texts that introduce a topic, group together related information logically, use formatting and multimedia support to aid comprehension, include facts, details, quotations, and definitions as related to the topic, include specialized vocabulary, and conclude with a section or statement related to the information or explanation presented.
- Writing narrative stories that establish a situation, introduce a narrator or characters, unfold naturally, use narrative technique such as dialogue, description, sensory words and pacing to develop the story, use transitional words to manage the sequence of events and provide a conclusion that follows from the narrated experience.

- Conducting short independent research, writing pieces on different aspects of a topic using several sources to build knowledge on a topic.
- Using the writing process (prewriting or rehearsing, drafting, writing, revising, editing and publishing) to produce multiple finished products.
- Gathering relevant information from print and digital sources, summarizing or paraphrasing information in notes and finished work, providing a list of sources.

Speaking and Listening Standards

- Coming to classroom discussions prepared, then, engaging thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas).
- Drawing conclusions considering information shared in classroom discussions.
- Following rules for respectful discussion.
- Summarizing other's comments using appropriate details and examples to support the speaker's point.
- Orally reporting on a topic or presenting an opinion with his/her own words a logical sequence of ideas, sufficient facts, and details.
- Adding multimedia components to enhance the development of the main idea or theme of an oral presentation.
- Determining whether to use formal or informal speech based on the task.

Mathematics

Your student will explore, problem solve and build their thinking of mathematics using manipulatives, drawing representations, and solving abstract number problems. They will work cooperatively to discuss, and problem solve while showing evidence of their thinking.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

- Write and interpret numerical expressions using symbols (parentheses or brackets).
- Analyze and determine relationships between numerical patterns.

Number and Operations in Base Ten

- Understand powers of 10 and use whole number exponents to denote powers of 10.
- Read, write, and compare decimals to the thousandths place.
- Compare decimals using symbols (>, <, and =).
- Use place value to round decimals to any place.
- Fluently multiply multi-digit whole numbers.
- Divide numbers up to four digits by two digits.
- Add, subtract, multiply, and divide decimals to the hundredths place.

Number and Operations - Fractions

- Add and subtract fractions (and mixed numbers) with unlike denominators.
- Solve real-world problems using addition and subtraction of fractions.
- Multiply fractions by whole numbers and by other fractions.
- Divide fractions by whole numbers and whole numbers by fractions.
- Solve real-world problems using multiplication and division of fractions.
- Understand and interpret visual models of multiplication and division of fractions.

Measurement and Data

- Convert measurement units within a given system.
- Represent and interpret data using a line plot.
- Understand volume is an attribute of a solid figure and is measured in unit cubes.
- Use multiplication and addition to find the volume of rectangular prisms.

Geometry

- Graph points on the coordinate plane (first quadrant only).
- Classify 2D shapes by their properties.

Science

All science units are aligned with the Michigan Science Standards. The Michigan Science Standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- **Disciplinary Core Ideas** *(science specific concepts in the life, earth and space, and physical sciences).*
- **Science and Engineering Practices** (*asking questions and defining problems*, *developing, and using models*, *planning, and carrying out investigations*, *analyzing and interpreting*

data, *using mathematics and computational thinking*, *constructing explanations and designing solutions, engaging in argument from evidence*, and *obtaining, evaluating, and communicating information).*

- **Cross Cutting Concepts** (*Patterns, Cause and Effect, Scale, Proportion, and Quantity, Systems and System Models, Energy and Matter in Systems, Structure and Function,* and *Stability and Change of Systems*).

Earth and Space Science

Students will be able to:

- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Physical Science

Students will be able to:

- Develop and use a model to demonstrate that matter is made of particles too small to be seen.
- Measure and graph quantities to provide evidence that, regardless of the type of change that occurs, when heating, cooling, or mixing substances, the total weight of matter is conserved.
- Make observations and measurements to identify materials based on their properties.
- Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Life Science

Students will be able to:

- Develop and use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop and use a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Social Studies

Era 1 Beginnings to 1620

- Use maps to locate and identify native American regions of the United States before European exploration.
- Describe the life of peoples living in different regions of North America before European exploration.
- Identify the causes and consequences of European exploration and colonization.
- Describe the lives of peoples living in Western Africa prior to the 16th century.
- Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian people in the late 15th through the 17th century.

Era 2 Colonization and Settlement

- Compare the regional settlement patterns and describe significant developments in Southern, New England, and Middle colonies.
- Analyze the impact of the slave system in the Americas and its impact on the life of Africans.
- Distinguish among, and explain the reasons for, regional differences in colonial life in America.

Era 3 Revolution and the New Nation

- Identify the major political, economic, and ideological reasons for the American Revolution.
- Explain the multi-faceted nature of the American Revolution and its consequences.
- Explain some of the challenges faced by the new nation under the Articles of Confederation and analyze development of the Constitution as a new plan for governing.
- Identify the role that key individuals played in leading the colonists to Revolution.

Public Discourse, Decision Making, and Citizen Involvement

- Clearly state a problem as a public policy issue, analyze various perspectives and generate and evaluate possible alternative resolutions.

Visual Arts

The visual arts curriculum is based on the National, Michigan, and Lake Orion standards and builds a foundation for creative thinking, problem solving, and lifelong learning in the arts and other disciplines. In art class, children learn to convey ideas, feelings, and emotions by creating their own images. They explore the historical and cultural messages wrapped up in works of art.

They also reflect on the meaning of what they see in art. Students learn to express their opinions and show respect for their own ideas and creations and for those of others. They explore a variety of media techniques, and processes in the broad categories of painting, drawing, mixed media, and sculpture.

They also learn the safe use and care of art materials and tools. Looking at, thinking about, and making art are presented as enjoyable and integral parts of learning about art. Students develop a better understanding of beliefs and ideas that are different from their own.

At the fifth-grade level, students learn to apply and refine skills developed in earlier grades. They learn to identify and analyze more subtle and complex visual relationships such as how light affects our perception of colors, textures, and forms and how we perceive space and distance. They continue to perceive and identify underlying structures such as proportions, visual rhythms, and types of balance in the environment. Students continue to create art in order to express what they see, know, feel and imagine. Skills in using media continue to be developed. Multistep techniques are introduced in two- and three-dimensional media. Lessons emphasize efficient yet expressive uses of media.

Media

The media curriculum, which is based on national standards, builds a foundation for future library and media center use, nurtures an interest in reading, and develops the skills for students to become life-long learners. Students visit the media center weekly as a class group. Additionally, they may visit independently or in small groups. A media specialist is available to instruct and assist students during their visits to the media center. In order for the media program to be effective, information skills are taught in conjunction with subject area benchmarks. This requires cooperative planning between classroom teachers and media specialists.

At the fifth-grade level, students:

- Use their knowledge of the media center to locate books for both pleasure and information.
- Discuss the outstanding attributes of award-winning books such as Newberry and Caldecott Award winners.
- Spend time researching and compiling information as needed for classroom assignments.
- Research to access information from various sources including reference works, nonfiction books, and on-line resources.
- Evaluate resources to decide which will best fit their needs.
- Share the knowledge gained through the research process.
- Select books from a variety of genres for their personal enjoyment and to further their love of reading.

Fifth graders are encouraged to enjoy, value, and embrace books and reading.

Technology

The Lake Orion Elementary Technology Curriculum is based on the Michigan Educational Technology Standards for Students (METS). These standards are embedded in the Lake Orion curriculum and are introduced, reinforced, or mastered by students throughout their elementary educational experience. Lake Orion educators use the technology standards as guidelines when integrating technology into the curriculum. To be effective, technology skills are taught in conjunction with subject area benchmarks in every discipline across the curriculum and result in a technologically literate individual. Media Specialists and classroom teachers work cooperatively to structure the learning environment and educate student in the tools of their time.

Music

The music curriculum is based on the National and Michigan standards and builds a foundation for creative thinking, problem solving, and lifelong learning in music and other disciplines. Music is a unique way of knowing the world. It is a vehicle for personal expression, common to all cultures, and a doorway into understanding cultural diversity.

The nature of musical learning is such that musical understanding is developed and assessed through listening, creating, and performing. Musical thinking supports and connects to other ways of thinking. It is fundamental to developing the whole learner. Musical learning provides students with the opportunity to experience the aesthetic value of music. Everyone has the ability, and therefore, the right to learn and understand music.

Participation in music education foster's ability, positive self-image, personal and group interaction, cooperative learning, personal growth and development, and a sense of accomplishment.

At the fifth-grade level students learn to apply and refine the skills developed in earlier grades. Students develop an understanding of how, when, and why musicians use the following elements: pitch, melody, harmony, rhythm, tempo, dynamics, articulation, timbre, form, texture, style and affect. Students demonstrate understanding through listening, creating, and performing more complex melodies alone and as part of a group.

Physical Education

The Physical Education program in Lake Orion is designed in accordance with the Michigan Benchmarks and Standards. Our curriculum provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. Below you will find a brief overview of what your child will be exposed to during their K-5 career.

- Demonstrate appropriate form of walking, running, horizontal jumping, vertical jumping, skipping, hopping, galloping, sliding, and leaping.
- Demonstrate appropriate form of underhand throwing, overhand throwing, catching, hand dribbling, foot dribbling, kicking, and striking (batting).
- Demonstrate the ability to bend, stretch, rock, roll, curl, twist, turn, push, pull, swing, sway, and land.
- Demonstrate selected fundamental rhythmical skills i.e., clapping while walking.
- Demonstrate selected combinations of locomotor, object control non locomotor and body control, and rhythmical skills.
- Participate successfully in selected health-enhancing, lifelong physical activities and develop working knowledge of the effects of physical activity on the body.
- Develop and maintain healthy levels of cardiorespiratory endurance.
- Develop and maintain healthy levels of muscular strength and endurance.
- Develop and maintain healthy levels of flexibility of selected joints of the body.
- Develop and maintain healthy levels of body composition.
- Apply the concepts of body awareness, time, space, direction, and force to movement.
- Explain and apply the essential steps in learning motor skills.
- Apply appropriate rules and strategies when participating in physical activities.
- Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness.
- Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.
- Value physical activity and its contribution to lifelong health and wellbeing.

Social Emotional Learning (SEL)

The social emotional learning is based on the CASEL framework. Social and emotional learning is an integral part of education and human development. Students are exposed to CASEL's core competence areas:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making