



The Children's School · K - 8

Grade Level Curricular Goals

The Fifth Grade Year

Social-Emotional

Ten-year-old children are poised on the threshold of puberty. Physically, they may begin to grow rapidly and show increased strength, dexterity, and coordination. Girls may be as much as two years ahead of boys in physical and/or emotional maturity. Mentally, ten-year-olds enjoy imagining the future. They tend to be product- and goal-oriented, with great ideas and intentions, but they may need help following a task through to completion. Emotionally, ten-year-olds have good control of their emotions and can usually express themselves in appropriate words even when upset.

Ten-year-old children may prefer spending time with friends to spending time with parents. They enjoy games with complex rules and may be interested in competitive sports. They can sometimes be verbally cruel to classmates with “put downs” or snide remarks. They may seek attention from peers by teasing, joking, or showing off. They may use secret codes, made-up languages, and passwords to strengthen the bonds of friendship. Ten-year-old children realize that parents and authority figures can make mistakes and are not always right; they may question or defy adult authority. They are developing an increasingly strong sense of self, which will aid them in navigating new situations such as middle school, high school, and beyond.

In Reading, a fifth-grade child:

- Reads independently for long periods of time
- Reads grade-level texts fluently and organizes information into new, self-created structures
- Refers to details and examples in text when explaining what text says explicitly and when drawing inferences from text
- Identifies the theme of a story, drama, or poem
- Explain how a series of chapters, scenes, or stanzas fits together to provide overall structure of a story, drama, or poem
- Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- Knows and uses text features (captions, bold print, subheadings, indexes, etc.) to locate information efficiently

- Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent
- Knows and applies grade-level word analysis skills to accurately read unfamiliar multisyllabic words
- Reads aloud with accuracy and expression
- Uses new vocabulary acquired through conversations, reading, and being read to

In Writing, a fifth-grade child:

- Produces clear and coherent writing in which development and organization are appropriate to task, purpose, and audience
- Identifies narrative techniques (theme, dialogue, description, pacing) in own writing and in writing of others
- Writes an organized, multi-paragraph composition in sequential order with a central idea
- Expands, combines, and reduces sentences for meaning, reader/listener interest, and style
- Demonstrates understanding of figurative language, word relationships, and nuances in word meanings
- Demonstrates command of standard English grammar conventions when writing or speaking, and is beginning to articulate abstract grammar concepts (e.g., perfect verb tenses such as “I have seen”)
- Demonstrates command of standard English capitalization and punctuation
- Spells grade-level words correctly, consulting references as needed
- Demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting

In Mathematics, a fifth-grade child:

- Identifies mathematical patterns and concepts in the world
- Uses various problem-solving strategies to solve real-world math problems
- Demonstrates beginnings of algebraic thinking
- Uses place value understanding to round whole numbers and decimals to any place to millions and millionths
- Fluently multiplies multi-digit whole numbers using standard or invented algorithms
- Performs long division of up to four-digit dividends and two-digit divisors, using standard and invented algorithms and understanding why these procedures work
- Adds and subtracts fractions (like and unlike denominators) and decimals
- Develops understanding of multiplying and dividing fractions
- Converts between fractions and decimals
- Adds and subtracts fractions and decimals to solve real-world problems and to describe real-world situations
- Explores contexts that can be described with negative numbers
- Relates two-dimensional to three-dimensional shapes, describing by number of edges, faces, vertices
- Finds surface areas and volumes of prisms ($l \times w \times h$ for rectangular prisms)

- Solves problems by estimating or measuring volume
 - Uses coordinate plane to plot points using ordered pair of numbers
 - Applies knowledge of whole numbers, fractions, and decimals to constructing and analyzing charts, graphs, and tables
- Collects data and organizes into a graph or diagram

In Project Work, a fifth-grade child:

- Listens and responds to complex presentations and discussions
- Conducts research using a variety of sources
- Organizes and classifies objects and ideas into logical groups
- Exhibits self-directed problem-solving behaviors when working independently or in a group
- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing own ideas clearly
- Adapts speech to a variety of contexts and tasks both formal and informal
- Critically evaluates both process and product of individual or group project; uses reflection process to make plans for improvement in future work

In Group Process/Civic Engagement/Social Justice, a fifth-grade child:

- Participates in classroom and school democratic processes by leading Group and Town Hall meetings, building on others' ideas, staying engaged even when the topic is not of personal interest, and critically questioning the democratic processes themselves
- Recognizes that each person's multiple identities interact to create a unique and complex individual
- Recognizes traits of the dominant culture, their home culture, and other cultures
- Participates respectfully in discussions around challenging topics or perspectives even if uncomfortable
- Recognizes that power and privilege influence relationships at interpersonal, intergroup, and institutional levels
- Raises concerns about discrimination, bias, privilege, and inequity inside or outside school community and seeks ways to address these concerns
- Builds on empathy, understanding, and respect for people's lived experiences and perspectives to advocate effectively for self and others