PLAINFIELD PUBLIC SCHOOLS

Curriculum Guide
Grade 5

Dear Parent/Guardian,

The *Elementary Curriculum Handbook* presents a broad overview of each core subject, defines the expectations for student achievement, and provides a description of the curriculum at each grade level. It also highlights the uniqueness of the curriculum and the instruction that takes place in the classroom.

Plainfield Public Schools has developed a strong standards-based curriculum that incorporates sequential instruction, enduring ideas, and the discrete skills that students should know and be able to do by the end of each grade. Assessments that inform instruction and document the learning and growth of each child are built into our curriculum. Teachers analyze student work to individualize instruction, implement continuous learning, and guide decisions to improve student performance.

This curriculum handbook is one of the many ways the Plainfield Public Schools supports communication between home and school. We hope that the information will enhance your understanding of the elementary school curriculum and will enrich your role as an active participant in your child's education.

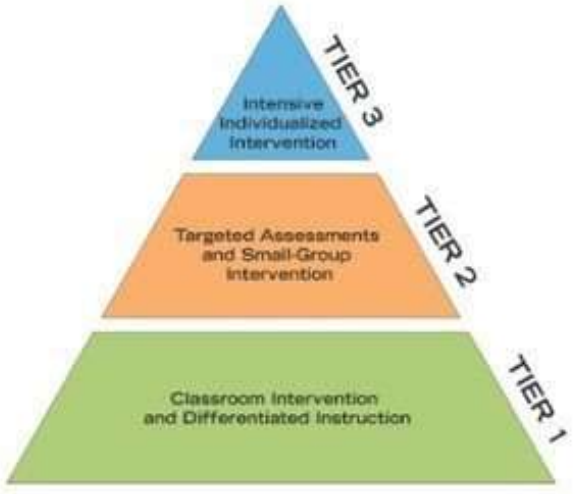
Sincerely,

Rena Cadro
Director of Curriculum and Grants

SRBI INTERVENTIONS

SRBI PYRAMID
(Scientific Research-Based Interventions)

Click HERE for more information on SRBI and Tier I, II &



Formal and Summative Assessments (Grades K-5)

ASSESSMENT	K	1	2	3	4	5
DRA	X	X				
DOLCH	X	X	X			
STAR READING			X	X	X	X
STAR MATH			X	X	X	X
ENVISIONS BENCHMARKS		X	X	X	X	X
WRITING PROMPT	X	X	X	X	X	X
NGSS SCIENCE						X
SBAC				X	X	X

Click here for further information about these assessments

What Is Assessment?

Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and summative assessments.

Why do we need assessments?

- to help educators set standards
- to create instructional goals
- to motivate performance
- to provide feedback to students
- to evaluate progress
- to communicate progress to others

How do we use informal assessments?

- to assess student performance every day, integrating assessment and instruction continually

Informal assessment occurs when teachers:

- observe students working
- write anecdotal notes that describe learning behaviors
- hold reading and writing conferences to record student strengths and weaknesses
- analyze projects, portfolios, and notebooks

How do we use formal assessments?

- to provide an academic measure of knowledge, concepts, and skills
- to adjust instructional goals and practices

How do we use summative assessments?

- to determine achievement levels for meeting learning standards
- to give teachers and parents/guardians a better picture of where are succeeding

What is the Plainfield Language Arts Program?

- A series of developmentally appropriate units which align with national and state standards for reading, writing, language, and speaking and listening
- A comprehensive language arts program, aligned with the Connecticut Core Standards, which provides a continuum of reading and writing skills and strategies across the grades that appropriately challenges all students, highlighting the essential concepts and skills that will make students effective, independent readers, writers, speakers, and listeners
- A structured curriculum that balances the components of literacy and fosters the integration and transfer of learned strategies and skills for all students across multiple genres and subjects

What makes this program unique?

- Students play an active role in their learning: choosing writing topics, selecting books for independent reading, reflecting on their work, and discussing their ideas with others.
- Students' academic needs drive instruction; teachers use whole-class instruction, small groups, and individual conferences so that all students experience academic success.
- Students develop an appreciation of different points of view through book conversations with partners or in book clubs with other students.
- The learning environment fosters risk taking and expands students' knowledge of literature, nonfiction, and writing through specific units of study.
- The program builds confidence in readers, writers, speakers, and listeners through productive and interactive activities.

What happens in the classroom?

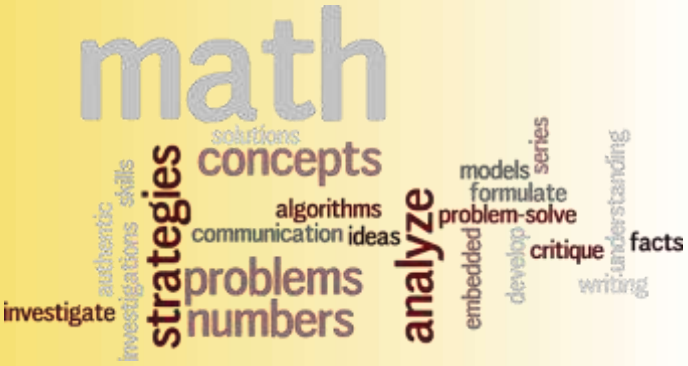
- Students read books that correspond to their instructional reading level, participating in class discussions, book conversations, and structured book clubs in order to deepen comprehension.
- Students read a variety of genres, including fiction and nonfiction reading selections, reflecting a diversity of and genres with a balance of classic and contemporary works.
- Students cycle through the writing process, generating ideas, planning new pieces, drafting, revising, and editing across various genres of writing that include narrative, informational, and opinion units.
- Students share and celebrate their written work with authentic audiences.
- Students confer with both teachers and peers about their reading and writing.
- Students participate in conversations about their reading and writing lives in order to gain ideas from each other and set learning goals for themselves.

Language Arts Philosophy Statement

The Plainfield Public Schools believes that a strong language arts curriculum provides explicit instruction in reading, writing, speaking, listening, and language skills. Our K-12 program prepares students to comprehend and communicate effectively, in order to understand themselves, others, and their society.

In Primary Reading, the following components are necessary for balanced literacy instruction to provide students with a comprehensive program:

- Daily reading instruction that builds upon the three cueing systems:
  - Syntactic (word sequence/sentence structure)
  - Semantic (meaning)
  - Graphaphonic (letter sounds)
- Print-rich classrooms that offer students continuous opportunities for literacy expansion such as classroom libraries, word walls, and sound and letter wall charts and alphabet wall cards;
- Oral language experiences using correct conventions and phonemic awareness activities;
- Daily practice with listening and speaking using activities such as read-alouds, shared reading, Reader's Theater, puppetry, choral reading, echo reading and plays;
- Daily opportunities for writing, with an emphasis on using the conventions of standard English through a variety of methods, including student journals and assignments that require use of the writing process;
- Daily opportunities for self-selected reading in a variety of genres;
- Technology with appropriate software and internet connection;
- Leveled books at a variety of appropriate levels;
- Use of strategic comprehension strategies such as predicting, summarizing and graphic organizers;
- On-going assessment using a variety of formal and informal methods including running record, teacher observations, strategy prompts, and CRT's (Criterion Referenced Testing);
- Figurative language;
- Opportunities for students to monitor their comprehension and accuracy while reading in context and self-correct their errors.



What is the Plainfield Mathematics Program?

- Plainfield Public Schools uses ***EnVision 2.0,*** comprehensive K-8 nationally recognized mathematics program that is aligned with the Connecticut Core Standards. Important mathematical concepts are embedded in authentic, real-world problems. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years.

What makes this program unique?

- Students work collaboratively to grapple with problems and develop mathematical ideas.
- Students solve problems, construct arguments, and share their thinking, strategies, and solutions with others.
- Students use mathematical language to communicate their thinking through dialogue and in writing and use mathematical tools to enhance their understanding and communication.
- Students build fact fluency and other foundational skills, including the use of algorithms, to solve more sophisticated mathematical problems and make connections with other mathematical ideas.
- Students develop flexibility and confidence in investigating mathematical concepts, persevering to solve problems, and attending to precision.
- Students analyze and solve problems that emphasize depth in mathematical thinking rather than surface exposure to a series of fragmented topics.

What happens in the classroom?

- Students explore mathematics using concrete, pictorial, and abstract representations to develop a deep understanding of mathematical concepts.
- Students learn a variety of problem solving strategies to solve real world problems.
- Students develop a positive mathematical mindset, emphasizing the importance of attitude and habits of mind to achieve success in math.
- Students work in groups, pairs, or individually to engage and/or reason about mathematical ideas.
- Teachers differentiate instruction for students based on learning styles, and/or depth of understanding of the concept.

Mathematics Philosophy Statement

The Mathematics Department in the Plainfield Public Schools will work within the school mission to provide students at all levels with a foundation in the critical skills necessary for the continuation of their education and for life. We will insure that all students have an opportunity to become mathematically literate, have an equal opportunity to learn, and become informed citizens capable of understanding issues in a technological society.

Our comprehensive Mathematics program ensures that:

- Students develop an awareness that mathematics permeates all domains of human activity.
- Students become mathematically knowledgeable and life-long learners.
- Students take responsibility for their own learning and become proficient in critical mathematical skills.
- Students develop critical thinking and problem solving skills for everyday life, vocations and careers.
- Students develop precision of expression through effective communication and sound reasoning ability in order to apply the basic principles of mathematics including observation, selection, generalization, abstraction and construction of models to solve interdisciplinary problems.
- Students approach problems in a scientific, questioning and analytic manner while using appropriate technology and human resources.
- Students receive a responsive curriculum that continues to reflect varying abilities, needs, and interests.

What is the Plainfield Science Program?

- A combination of teacher created and published science units that emphasize content knowledge and inquiry skills, which provide opportunities for critical thinking and hands-on learning
- Units of study that relate to themes of life science, earth science, and physical science, as well as science and technology in society
- A curriculum that aligns with and expands upon the next generation science standards and state frameworks

What makes this program unique?

- Students have the opportunity to interact directly with materials in a hands-on approach to learning.
- Students learn in an environment where they can act like scientists.
- Teachers encourage students to question, analyze, explain, and interpret scientific phenomena and processes.
- The elementary science curriculum provides a strong foundation of science and engineering concepts.

What happens in the classroom?

- Students explore, ask questions, make observations, design investigations, propose solutions, and communicate their findings using a variety of methods.
- Students develop a scientific vocabulary and begin to talk like scientists.
- Students learn to use research skills and technology to access relevant information.
- Teachers create an environment that fosters students' natural curiosity and guides them through the process of inquiry.

Science Philosophy Statement

Plainfield Public Schools believe that every student needs and deserves a rich and challenging education in science. Our ever-changing world demands that students need to be actively engaged in the learning process through inquiry-based scientific activities that will nurture their natural curiosity through discourse and cooperative learning experiences. Students will build upon their abilities to reason, investigate, critique, communicate and construct scientific meaning from year to year in order to prepare them to be informed individuals and citizens in a global society.

The Next Generation Science Standards (NGSS) and Plainfield Public Schools identify the following practices of science and engineering essential for all students to learn:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information.

For more information on the NGSS standards click here

The elements of the Plainfield Public Schools' Science program include:

- Opportunities to master a core sequence of science study based on the state standards that cover four major domains: physical sciences; life sciences; earth and space sciences; and engineering, technology and applications of science;
- Opportunities to develop science literacy and inquiry skills by using a variety of books, resources, and hands-on experiences;
- Authentic learning tasks and assessments that connect to real world problems and topics that are relevant to students;
- Learning environments that provide opportunities to work individually, collaborate in small groups, and work as a class to speculate, investigate, discuss, question, observe, collect data, and debate conclusions;
- Technology that is integrated throughout the program to enhance learning and support investigations;
- To the extent possible, meaningful opportunities to interact with a wide range of science professionals for the purpose of enriching the classroom experience and for exploring and inspiring possible career pursuits; and
- A wide variety of science elective opportunities at the high school level allowing students to explore personal scientific and career interests.

What is the Plainfield Social Studies Program?

- K-12 curriculum that aligns with and expands upon the standards outlined in state and national frameworks, emphasizing history, government and civics, geography, and economics
- Interdisciplinary units that incorporate the use of primary and secondary sources, nonfiction and fiction texts, and various emerging technologies to bridge the gap between the past, present, and future

What makes this program unique?

- Each unit integrates subject areas of reading, writing, technology, and media.
- Students investigate essential questions based on individual behaviors, geography, cultures, history, and political and economic structures.
- Students make connections between the units of study and the grade-specific guiding theme.
- Students understand the inquiry method to ensure understanding of each concept.
- Students learn to question, analyze, explain, and interpret historical and cultural events.
- Students use critical, creative, and ethical thinking to respond to the human condition in the contemporary world.

What happens in the classroom?

- Students read a collection of primary and secondary sources and nonfiction texts to build knowledge of each unit.
- Students work collaboratively to understand the impact of the unifying theme.
- Students discuss, debate, write persuasively, and conduct research.
- Students use multiple texts, media, and technology to explore concepts in each unit.
- Students learn to respond to probing questions that examine their understanding and expand their thinking.
- Varieties of instructional strategies are used to meet the needs of individual students.

Social Studies Philosophy Statement

The Plainfield Public Schools believes that a strong social studies program develops all ***students' capacities to know, analyze, explain,*** *and argue within the disciplines of history, geography, civics, economics, and behavioral sciences.*

The Plainfield Public Schools will prepare students to live in a democratic society, gain a knowledge of history, civics and government, geography, and economics; understand the interaction among history, the social sciences and humanities; and apply that knowledge and understanding as responsible citizens toward the development of our society.

The guiding principles of Plainfield Public Schools' Social Studies program are:

- Social studies prepares the nation's young people for success in college and career, as well as informed, engaged participation in civic life.
- Inquiry is at the heart of social studies instruction.
- Social studies involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies instructors emphasize skills and practices that prepare students for informed and engaged participation in civic life.
- Social studies education has direct and explicit connections to the Common Core State Standards for English/Language Arts and Literacy in History/Social Studies.

The elements of the Plainfield Public Schools' comprehensive social studies program include:

- Integration of literacy and communication skills within the content and units;
- Independent and collaborative learning opportunities that promote an understanding of how to acquire, integrate, and apply knowledge;
- Authentic tasks and activities that engage, challenge, and have personal value to students;
- Assessments that are frequent, varied, and used to inform instruction, measure student performance, and provide students with feedback about their own strengths and needs so they can reflect upon and take control of their own learning;
- Multiple opportunities for students to write in argumentative and informational genres;
- Texts from primary and secondary sources that are rigorous and accessible, reflect diversity of authors and sources, and develop students' awareness of the biases that exist inherently in all documents; and
- A variety of technological and informational resources as a means for collecting, creating, and communicating information.

The Arts in Plainfield Public Schools

Education in the Arts in Plainfield Public Schools includes Music, Theater and Visual Arts. Through the arts, students have a unique means of expression that captures their passions and emotions and allows them to explore ideas, subject matter, and culture in different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology.

By participating in our comprehensive Arts curriculum students will:

- Express their thoughts, feelings and the world around them as they think of artistic ideas and bring them to life in their artwork.
- Demonstrate increasing expressive and technical skills as they produce, perform and present works in the arts.
- Grow in their ability to understand and evaluate how the arts convey meaning by processing and analyzing information through the language and skills unique to each of the arts.
- Deepen their appreciation and understanding of the arts by responding to, analyzing and making judgments about works in each of the arts.
- Increase their ability to relate artistic ideas and works of art to the societal and historical context in which they were created, and to the cultural dimensions of each of the arts.
- Connect and apply what is learned and experienced in each of the arts to learning in many other subject areas, to career possibilities and to living in our complex society.

Physical Education in Plainfield Schools

Physical education is an academic subject that provides a planned, sequential, K-12 standards-based program of curricula and instruction.

- The main purpose of physical education within the curriculum of Plainfield Public Schools is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

- Physical Education in Plainfield Schools' is designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship and teamwork, self-esteem and emotional intelligence.

- We offer a multi-component approach to physical education that includes physical activities offered during and after school to help kids reach a healthy habit of daily physical activity.

Grade 5 Language Arts

What is the Plainfield Grade 5 Language Arts Program?

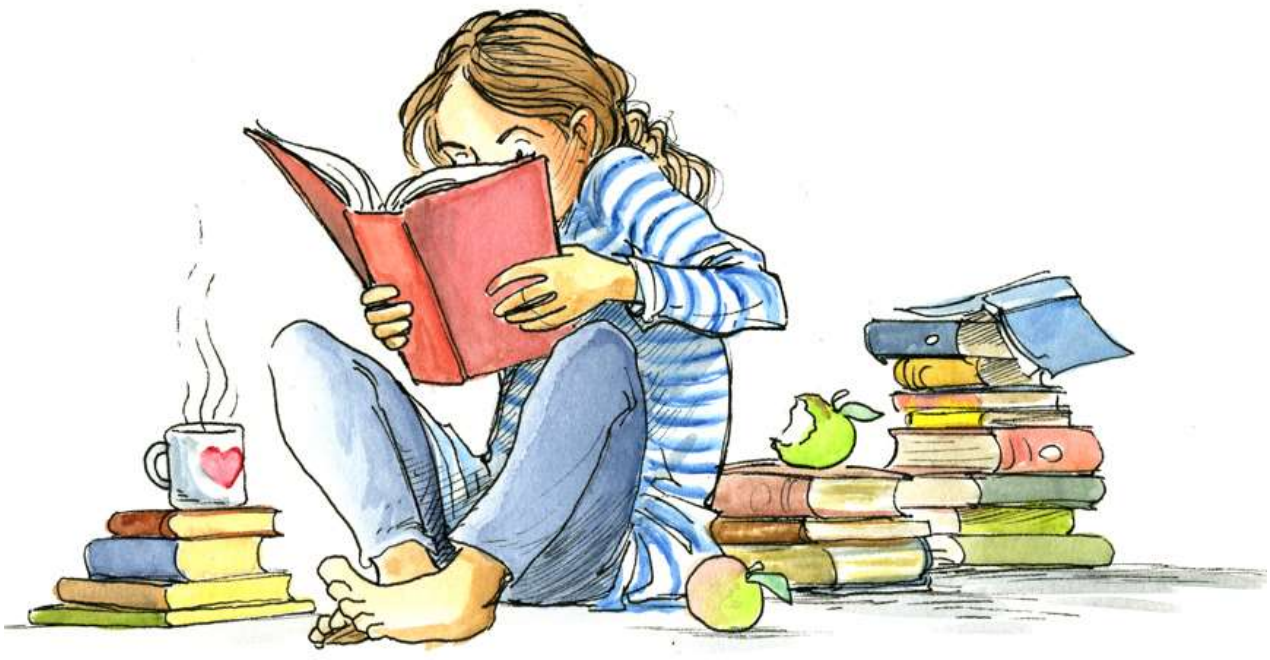
In fifth grade….
Students will:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

READING

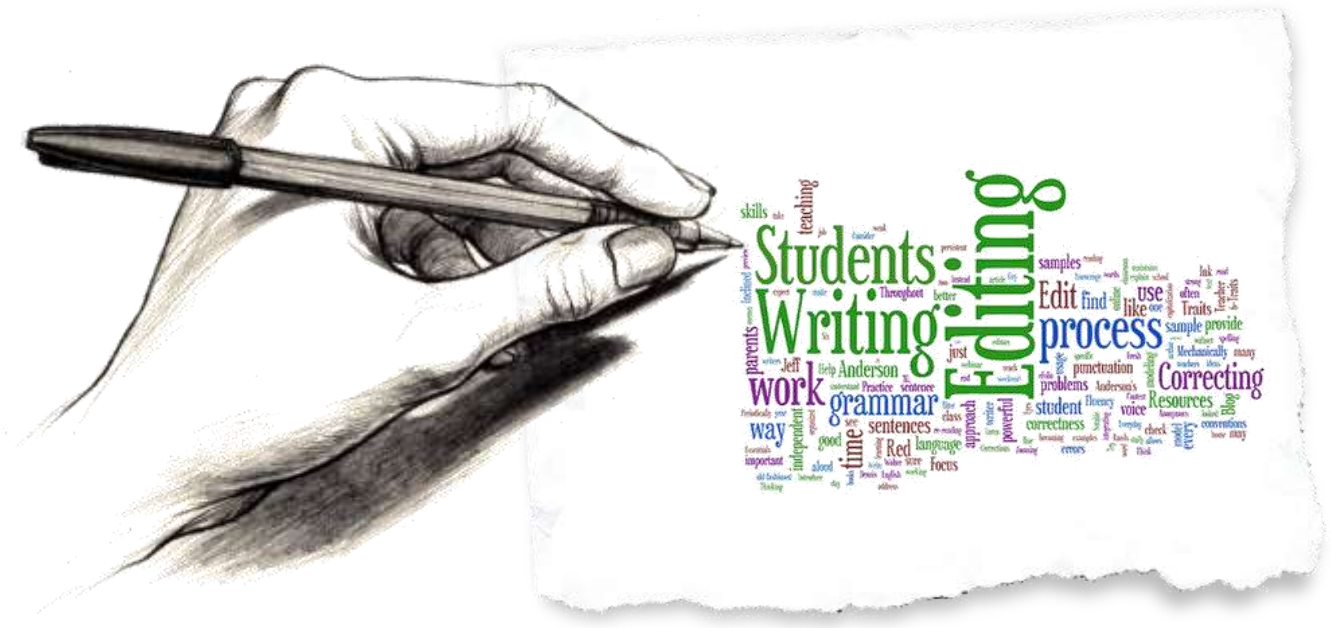
Unit of Study	*In this unit students will…*
Fiction	• read thoughtfully and strengthen reading strategies of analyzing characters and identifying themes in literature • talk and write in meaningful ways about books • create a year-long reader's notebook to record their thinking in independent reading and their thinking about class read aloud books • create personal reading goals
Nonfiction	• identify how texts at this level become more complex and develop reading strategies to deal with the difficulties they encounter • determine multiple main ideas and key details in nonfiction texts in order to summarize learning • build independent nonfiction reading lives outside of school • follow their interests and be a strong reader of nonfiction • learn how to be an independent researcher • become critical readers by not taking facts for face value, but making their own connections, raising their own questions, and growing their own ideas from the text
Nonfiction Research	• read across a variety of nonfiction texts to research a specific topic and compare information • develop specific questions to guide and deepen research focus • acquire and apply specific vocabulary when speaking and writing about research topics • determine multiple main ideas and key details • integrate information from multiple sources to synthesize learning • identify and think critically about the author's point of view and bias • share research-based learning with others

READING *continued..*	
Unit of Study	***In this unit students will…***
Close Reading	• closely read and respond to a variety of short texts (poems, short stories, pictures books, articles) in conjunction with independent reading books • use comprehension strategies (rereading, questioning, inferring, making connections, envisioning, synthesizing, monitoring for understanding) • identify themes in literature • demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Historical Fiction	• read complex texts with deep comprehension by accumulating and synthesizing important details in text • read with interpretation by articulating and revising significant ideas about books • extend thinking by talking and writing about reading • pay attention to and collect the details of the setting and historical conflict • recognize how the time period impacts the character's choices, decisions, and actions • interpret what important objects within a text may symbolize and represent • identify lessons learned about the world from the text
Social Issues	• identify and discuss a variety of social issues (bullying, divorce, homelessness, etc.) in society and literature • revise and extend thinking through conversations and written responses • participate in conversations to deepen thinking • identify life-long lessons from the issues embedded within the texts
Fantasy	• engage in book club conversations with increasing independence and purpose • navigate the other worlds of their novels (complicated settings, multiple characters, multiple plotlines, etc.) • trace the way characters change • analyze techniques authors use and how those techniques impact the story • explore quests and themes that reveal themselves within and across novels • come to an understanding that fantasy has parallels with the real world • interpret symbolism and allegory to help understand underlying themes in a story



WRITING

Unit of Study	*In this unit students will…*
Narrative	• focus stories on small moments, expanding actions, dialogue, thoughts, and feelings • write with clear organizational structures, developing the beginning and providing a meaningful resolution or story message • include precise and sensory details and figurative language to bring stories to life
Informational	• identify and develop areas of expertise and develop questions to extend knowledge through research and exploration • write informative/explanatory texts to examine a topic and convey ideas and information clearly through various text features and organizational structures • incorporate and blend known information with newly learned facts, details, research, and quotes • identify and attend to audience, using specific vocabulary, varied sentence structure, and precise language
Persuasive	• write opinion pieces on debatable topics supporting a point of view with reasons • learn from each other through debate and collaboration in order to strengthen or restructure claims • engage in research, categorizing, organizing, and integrating evidence • organize information into reasons with supporting evidence that address the claim
Literary Essay	• explore various ways that essayists can develop theories about literary texts • identify places of importance within literary texts for careful reading and written analysis • incorporate independent thinking into quotes and claims about short texts and/or books • extend thinking in order to develop claims about texts with supporting and substantiating reasons and evidence
Poetry	• model/read poems • incorporate poetic images and structures into writing • explore and write various forms of poetry
Independent Writing	• choose a topic to write about • select a genre which best fits the topic



Grade 5 Mathematics

Click here for information about Pearson Realize, an online help center for parents and students. See your child's classroom teacher for login information.

What is the Plainfield Grade 5 Mathematics Program?

In fifth grade…

- Understand the place value system
- Perform operations with multi-digit whole numbers and decimals to hundredths
- Use equivalent fractions as a strategy to add and subtract fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
- Graph points in the coordinate plane to solve real-world and mathematical problems

For more information about Grade 5 EnVision Math click here

Areas of Focus	*Students will…*
Operations and Algebraic Thinking	• learn early concepts of Algebra: write and interpret numerical expressions • learn early concepts of Algebra: analyze patterns and relationships
Number and Operations – Base Ten	• understand place value • add and subtract decimals to hundredths • fluently multiply multi-digit whole numbers • use models and strategies to multiply decimals • use models and strategies to divide whole numbers • use models and strategies to divide decimals
Number and Operations—Fractions	• use equivalent fractions to add and subtract fractions • apply understanding of multiplication to multiply fractions • apply understanding of division to divide fractions
Measurement and Data	• understand volume concepts • convert measurements • represent and interpret data
Geometry	• graph points on the coordinate plane • geometric measurement: classify two-dimensional figures

Grade 5 Science

What is the Plainfield Grade 5 Science Program?

In fifth grade…

- Students will continue to learn about energy, matter, ecosystems, the earth's place in the universe, and earth systems. Students continue to develop scientific literacy and inquiry skills through a variety of resources and hands-on experiences.
- Click here for information about Pearson Realize, an online help center for parents and students. See your child's classroom teacher for login information.

Areas of Focus	*Students will…*
Matter and Its Interactions	• Develop a model to describe 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.
Motion and Stability: Forces and Interactions	• Support an argument that the gravitational force exerted by Earth on objects is directed down
Energy	• 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.
From Molecules to Organisms: Structures and Processes	• Support an argument that plants get the materials they need for growth chiefly from air and water.
Ecosystems: Interactions, Energy, and Dynamics	• Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
Earth's Place in the Universe	• 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.
Earth's Systems	• Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. • Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
Earth and Human Activity	• Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment
Engineering Design	• Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. • Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. • Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Inquiry Skills; Integrated into all Units	• make observations and ask questions • find information from a variety of sources • design and conduct investigations • collect, analyze, and interpret data • propose and test solutions • communicate findings • use measurement tools, mathematics, and technology

Grade 5 Social Studies

What is the Plainfield Grade 5 Social Studies Program?

In fifth grade…

- Students will learn, explore, and analyze events, people, documents, and the establishment of the United States. Beginning with the Age of Exploration, students will continue by studying American colonization tensions between colonists and England, and, historic trends that led to the Revolutionary War. The integration of social studies with reading, writing, speaking, and listening promotes students' continued development of integrating information and asking questions in order to deepen their learning.

Areas of focus	*Students will…*
Exploration	• understand how exploration and colonization of North America transformed human history, including the study of indigenous people • describe how global trade and cultural exchanges alter the lives of people around the world (The Renaissance) • identify personal freedoms among individuals and groups that significantly affect us today • recognize that conflicts between cultures and countries contrast with trade and development of self-rule • learn that geography is the foundation for civilization, settlement, and culture
Colonization	• learn the relationships that exist between individuals and government • explain the need to organize in order to survive in new places • compare and contrast how where people live impacts how they live • trace the evolving relationship between England and its American colonies
American Revolution	• compare and contrast the economic, political and/or religious differences that contributed to conflicts • evaluate the relative influence of individual events that contributed to the • American Revolution • identify historical perspectives in primary sources

If you have any questions on the material contained in this handbook, please contact:

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This curriculum guide can be found online at www.plainfieldschools.org