

- **Production and Distribution of Writing** (produce writing that is organized and clear to the reader; use technology, including the Internet, to create and publish writing as well as to work collaboratively with others; demonstrate keyboarding skills in order to type a minimum of one page in a single sitting)
- **Research to Build and Present Knowledge** (complete research projects and can share information about a topic or ideas with others)

Speaking and Listening:

- **Comprehension and Collaboration** (paraphrase pieces of a text and identify the reasons and examples/evidence that a speaker gives to make a point; can explain how the evidence supports the point being made)
- **Presentation of Knowledge and Ideas** (know when to use formal English (e.g., presenting ideas) and knows when informal language (e.g., small-group discussion) is appropriate); can speak clearly when presenting information to others

Language:

- **Conventions of Standard English and Knowledge of Language** (use knowledge of language conventions when writing, speaking, reading, and/or listening)
- **Vocabulary Acquisition and Use** (use common, grade-level Greek and Latin affixes and roots as clues to the meaning of words; use reference materials (e.g., dictionaries, glossaries, thesauruses) to understand the meaning of words and phrases; use grade level content words in daily communication)

What can you do as a Parent to Help or Support Your Child?

- If you have access to technology at home, encourage your child to practice keyboarding (free websites) a few times per week. Typing skills are an important part of fifth grade and beyond.
- Look for opportunities in everyday situations to point out new words to help build your child's vocabulary.
- Ask your child to provide examples (evidence) to support their opinion (arguments/judgments) about what they are reading, hearing or doing.
- Make writing a natural part of the daily routine. Do things like write notes to one another, write special events on the calendar, add items to the grocery list, write thank you notes for gifts, or write special friends or family a letter informing them about a special event.
- Share what you are reading (for work and enjoyment) with your child and let them know why reading is important in school and in life. Share the joy of reading with your child.



“A great place to learn, contribute and compete.”



This past year, our staff attended a number of workshops that helped us gain a better understanding of the Common Core State Standards (CCSS). We have planned instructional units and lessons that will ensure that the learning will help prepare all students for the 21st century. Below are the Standards for 5th Grade Math. The greatest message has been helping students gain deeper experiences, not more. Children need to be able to develop their own thinking, not be told how to think. Please become familiar with what your child needs to know and help develop these things at home in partnership with us.

—Terri Portice, Director of Teaching and Learning -

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For more information: http://www.reeths-puffer.org/Our_District/Departments/Curriculum/curriculum-corner-for-parents/

The following items outline the major instructional concepts for Fifth Grade students in the area of Math:

Operations and Algebraic Thinking

- Write and interpret numerical expressions
- Analyze patterns and relationships

Number and Operations in Base Ten

- Understand the place value system
- Perform operations with multi-digit whole numbers and with decimals to hundredths

Number and Operations Fractions

- 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

Measurement and Data

- Convert like measurement units within a given measurement system
- Represent and interpret data
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems
- Classify two-dimensional figures into categories based on their properties

What Can You do as a Parent to Help or Support Your Child at Home in the Area of Math?

- Involve your child in age appropriate conversations about daily math tasks that are a natural part of day-to-day life (i.e., cooking, measuring, budgeting, shopping, etc.).
- Have your child keep a journal for 5 days and record how many hours they spend in school, doing homework, sleeping, reading a book, doing chores, watching TV/movies or playing video games, playing outside (or a sport) or any other common daily activity. Then have them record each category as a fraction of a day by placing the number of hours spent on the activity as the top part of the fraction (numerator) and making "24" the bottom of the fraction (denominator). Have fun discussing the time spent in each category.
- Have your child look around the house for things/objects that represent less than $\frac{1}{2}$ (open can of pop), greater than $\frac{1}{2}$ but less than 1 whole (book being read) and things that are greater than a whole (basket of laundry). The goal is to help your child see how fractions are found in the world around us and give us valuable information for decision making.
- Allow your child to explore/struggle through the process in order to gain a deeper understanding of "how" and "why" math works. Exploration and self-discovery leads to deeper understanding of the concepts being taught.

Important Terms:

- **Conceptual Understanding:** the ability to have a visual picture or a deep level of understanding of the why a process works, or to see the logical relationships of the given concept.
- **Procedural Knowledge:** the knowledge of the rules and procedures that are completed to solve a repetitive problem (algorithm/procedure).
- **Problem/Task:** an activity for which the students are not given a prescribed method to solve a problem using memorized facts or procedures. Rather, students are encouraged to find multiple ways to demonstrate how to solve the problem and be able to explain and justify the reasoning behind their approach.

How Does Building Conceptual Understanding Build Mathematical Thinkers?

- Problem solving helps students see the big concepts and makes sense of the mathematical problem.
- Develops positive images in students where they see themselves as capable of making sense of the math around them.
- Problem solving develops "Mathematical Power". It's fun!



English Language Arts Content Overview

Below are the standards for fifth grade in the area of English Language Arts. The Common Core State Standards (CCSS) require students to dig deeper into the learning experiences with an added emphasis on the application of the skills to everyday life. You will notice that students will be asked to read more challenging texts and will need to refer back to the text to find examples (evidence) to support their answers. The new standards also have an increased emphasis on building stronger writing skills around the various types of writing. Students will be increasing their vocabulary skills to ensure they can read and comprehend the grade level materials and can apply the learning to real life situations. The Reeths-Puffer staff is looking to partner with you to help your child be successful in their educational journey.

The following items outline the major instructional concepts for Fifth Grade students in English Language Arts.

Reading Foundations:

- **Phonics and Word Recognition** (knows and applies grade-level phonics and word analysis skills when reading/decoding words)
- **Fluency** (read with accuracy and fluency to support understanding/comprehension)

Reading Literature and Informational Text:

- **Key Ideas and Details** (use details and examples when explaining what the text says and when making inferences from the text; compare and contrast text and characters)
- **Craft and Structure** (determine the meaning of word and phrases; understand that the overall structure of the text adds to the understanding of what is being read; and how the point of view influences how the text is written)
- **Integration of Knowledge and Ideas** (determine how visuals and other media adds to the understanding of the text; Integrating information from two texts written on the same topic in order to share information with others; and can pull evidence from a variety of sources to prove a point)
- **Range of Reading and Level of Text Complexity** (read and understand/comprehend literature and informational texts, including history/social studies, science, and other texts)

Writing:

- **Text Types and Purposes** (understand there are different types of writing (narrative, informational, and opinion) and can use the different types of writing to complete assigned task using appropriate type of writing)