
What is expected in Fifth Grade?



**A Guide to the
MISSISSIPPI STATE STANDARDS
for
Lee County Families**

Dear Parents,

Your child is about to begin fifth grade in Lee County School District. We would like to take this opportunity to welcome you to a new school year!

All Lee County schools strive to provide the best education possible to each and every student. Lee County Schools, along with all Mississippi schools, has adopted the Mississippi College and Career Readiness Standards. The standards reflect input from educators and parents from all over the state. They are designed to ensure that students are better prepared for college and the workplace; therefore, these standards are more rigorous than previous learning objectives. We, as educators, are working to ensure that every student meets these standards.

The information provided in this guide gives an overview of what your student needs to master in order to be successful in fifth grade. You should use this guide, along with information provided by your school, to help build a relationship with your child's teacher. We believe that communication between home and school is the key to success for your student!

Thank you for allowing us to be part of your child's educational experience.

Sincerely,

The Educators and Staff of Lee County School District

Reading/Language Arts

Fifth grade students continue to build on the standards learned during fourth grade. He or she will be expected to read and comprehend various kinds of text, improve his or her phonics and writing skills, and continue to learn the conventions of English grammar and spelling. Below is a sample of the skills that your child will be working on in fifth grade. For a complete list of standards, please visit www.mdek12.org.

Reading Standards for Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from that text.
- Explain how a series of chapters, scenes, or stanzas fits together to provide overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

Reading Standards for Informational Text

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Foundational Skills of Reading

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words both in and out of context.
- Read on-level text fluently and with purpose and understanding.

Speaking and Listening Skills

- Come to discussion prepared having read or studied required material.
- Summarize a written text read aloud or presented through other types of media.
- Include multi-media components in presentations.

Writing

Writing Skills

- Write opinion pieces, develop informative or explanatory texts, and narrate events. These works should include an introduction, details that are grouped to support the author's purpose, temporal or linking words, and a concluding statement.
- With help from others, add details to strengthen their writing and publish their work using digital tools.
- By the end of the school year, a student's writing should be at or above the following sample.

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible. Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about

something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.

The writer of this text:

- ✓ introduces the topic clearly, provides a general observation and focus, and groups related information logically.
- ✓ develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- ✓ links ideas within and across categories of information using words, phrases, and clauses.
- ✓ uses precise language and domain-specific vocabulary to inform about or explain the topic.
- ✓ demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).

Language

Language Skills

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate verb tense.
- Use commas, quotation marks, underlining, and italics appropriately.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English used in stories, dramas, or poems.
- Interpret figurative language, including similes and metaphors, in context.

Sample Texts for Fifth Grade

Research shows that children who read books for just 20 minutes a day perform better in school. The books listed below demonstrate the appropriate level of text complexity for fifth grade students.

Stories

- *The Little Prince* by Antoine de Saint-Exupéry
- *Tuck Everlasting* by Natalie Babbitt
- "Zlateh the Goat" by Isaac Bashevis Singer
- *The Birchbark House* by Louise Erdrich
- *Where the Mountain Meets the Moon* by Lewis Carroll

Poetry

- "The Echoing Green" by William Blake
- "The New Colossus" by Emma Lazarus
- "Dust of Snow" by Robert Frost
- "They Were My People" by Grace Nichols

Informational Text

- *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger
- *England the Land* by Erinn Banting
- *A History of US* by Joy Hakim
- *My Librarian is a Camel: How Books Are Brought to Children Around the World* by Margriet Ruurs
- "Good Pet, Bad Pet" by Elizabeth Schleichert

Tips for Helping Your Child in Reading

Listed below are some tips for helping your fifth grader with reading skills at home.

- **Make reading a regular event.** Make sure to set aside special time for reading with your child each day. Not only does this improve a child's reading skills, it helps to strengthen bonds between parent and child. If your child is already a reader, do not expect them to always read to you. Take turns reading!
- **Practice the three P's—Pause, prompt, and praise.** Most children will pause when they come to a word they don't know. Don't tell them the word immediately. Give them time to think. If they still don't know the word after 10-20 seconds, give them a prompt such as, "Can you sound out this word?" If prompting doesn't help, then tell them the word. Be sure to praise their efforts.
- **Keep moving.** While accuracy is important, not every word has to be correct! You should not interrupt your child for every mistake he or she makes. Only interrupt if the mistake is going to cause a misunderstanding. Instead of interrupting, make notes of mispronounced words and review them when your child finishes reading the passage.
- **Talk about it.** Be sure to talk about every story that you read. Ask about your child's favorite part, who the characters were, or where the story took place. If the passage is informational, be sure to ask about the main idea. The more your child talks about the passage, the more he or she learns and remembers!
- **Don't wait to get help.** If you suspect that your child has a reading problem, seek help or advice immediately. Reading problems often get worse as a child gets older. Be sure to stay in close communication with your child's reading teacher in order to identify problems as they arise.



Mathematics

In fifth grade, students develop understanding and fluency when working with fractions, divide larger numbers, and develop an understanding of volume. Below is a sample of the skills that your child will be working on in fifth grade. For a complete list of standards, please visit www.mdek12.org.

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Use parentheses, brackets, or braces in numerical expressions.
- Analyze patterns and relationships—generate numerical patterns given two rules, identify the relationship between corresponding terms, and form ordered pairs such as in an input/output table.

Number and Operations in Base Ten

- Understand the place value system—recognize that the a digit 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.
- Read, write, and compare decimals to the thousandths.
- Perform operations with multi-digit whole numbers and with decimals to thousandths.

Number and Operations—Fractions

- Interpret a fraction as division of the numerator by the denominator.
- Understand and convert improper fractions and mixed numbers.
- Use equivalent fractions as a strategy to add and subtract fractions including mixed numbers with like and unlike denominators.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Find the area of a rectangle with fractional side lengths.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data including fractions presented in a line plot.
- 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.

Tips for Helping Your Child in Math

Listed below are some tips for helping your fifth grader with math skills at home.

- **Help your child master basic facts.** Help your child master basic facts by practicing with flash cards at home. If your child has mastered basic facts, he or she should be able to supply an answer to a simple addition, subtraction, multiplication, or division problem in 3 seconds or less.
- **Provide help immediately.** Mathematics lessons build on what is previously taught. If you see that your student is struggling, ask his or her teacher for some extra practice or teaching tips before the problem gets out of hand.
- **Check math homework and other assignments.** Make sure that your student is completing his or her assignments. When math papers are returned, sit down and review missed problems with your child.
- **Help your child understand that math is an important part of every day life.** Help your student link mathematics concepts to real life events such as sports statistics, dining out, or shopping. Let them know that math plays an important role in many careers such as banking, engineering, medicine, carpentry, and sales.
- **Help, but don't do it for them.** Instead of giving your child the answer to a problem, help them to reword or see the problem in a different way. Encourage them to try different solutions, draw pictures, or use manipulatives in order to find the answer on their own.



Science and Social Studies

Science: *Students will demonstrate understanding of . . .*

- photosynthesis and the transfer of energy from the sun into chemical energy necessary for plant growth and survival.
- a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web.
- the physical properties of matter.
- mixtures and solutions.
- the difference between physical and chemical changes.
- the factors that affect the motion of an object through a study of Newton's Laws of Motion.
- the locations of objects in the universe.
- the principles that govern moon phases, day and night, appearance of objects in the sky, and seasonal changes.
- the effects of human interaction with Earth and how Earth's natural resources can be protected and conserved.

Social Studies: *Students will . . .*

- explain how weaknesses of the Articles of the Confederation led to the Constitution.
- demonstrate respect for the rights of others in discussion.
- examine the various types of resources required to provide goods and services.
- explain how currently makes exchange easier by comparing a bartering economy to a currency-based economy.
- identify ways that people in roles of power can influence people's rights and freedom.
- describe and explain traditions and contributions of various cultures.
- locate on a map the physical features of America prior to Exploration.
- describe physical features of the environment.
- recognize maps, graphs, and other representations of the earth.
- recognize symbols, customs, and celebrations representative of the United States.
- examine the reasons and impact for exploration of the New World.
- describe the reasons for colonization of North America.
- explain major events of the American Revolution and their outcomes.
- chart the causes and events leading to the American Revolution.
- cite the reasons for the establishment of early colonies in North America.
- differentiate among pre-Columbian civilizations.

Helping Your Student Succeed

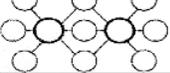
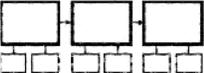
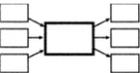
As parents, you are the most important element in your child's success. Listed below are the top five ways you can help your child succeed in school.

1. **Make sure your child is at school every day possible.** If your student is absent, he or she is missing valuable lessons. We understand that absences will occur, but try to limit missed days to sickness and emergencies only.
2. **Establish a homework routine.** Establish a routine time and place for completing homework assignments. If your child doesn't have homework, use the time to review or read.
3. **Keep in touch with teachers.** Teachers expect parents to contact them once or twice per term. This could be as simple as a note or email to say, "How's my child doing?" or more formal, such as a parent-teacher conference.
4. **Teach your child character.** School is a social place, and students must behave accordingly. Teaching your child to respect others and to say "please" and "thank you" goes a long way to helping them become responsible citizens.
5. **Make time every day to talk with your child about the day's activities.** Let them know you care, and really listen to what they have to say.



Thinking Maps®

Thinking Maps are a district wide initiative designed to provide a consistent format for organizing thoughts across grade levels. *Thinking Maps* are used in the same manner as graphic organizers; however, while there are thousands of graphic organizers, there are only eight *Thinking Maps*! The maps will be introduced during the first semester of school and used throughout the school year. Examples of each map are shown below.

| Map | Thinking Process | Questions to be Answered |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Circle Map  | Defining in Context | How are you defining this thing or idea? What is the context? What is your frame of reference? |
| Bubble Map  | Describing Qualities | How are you describing this thing? Which adjectives would best describe this thing? |
| Double Bubble Map  | Comparing and Contrasting | What are the similarities and differences between these two things? |
| Tree Map  | Classifying and Sorting | What are the main ideas and supporting details in this information? How would you sort these objects or this information into categories? |
| Brace Map  | Part-to-Whole Relationships | What are the component parts and subparts of this whole physical object? |
| Flow Map  | Sequencing | What happened? What is the sequence of events? What are the substages? |
| Multi-Flow Map  | Cause and Effect | What are the causes and effects of this event? What might happen next? |
| Bridge Map  Relating Factor | Seeing Analogies | What is the analogy being used? How are these things related? What is the relating factor? |



Online Resources

Mississippi Department of Education

www.mdek12.org

Lee County Schools

www.leecountyschools.us

**Please sign up for Active Parent to access your student's grades.*

National Parent-Teacher Association

www.pta.org

Parent Resources

www2.ed.gov/parents

This brochure is a publication of



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