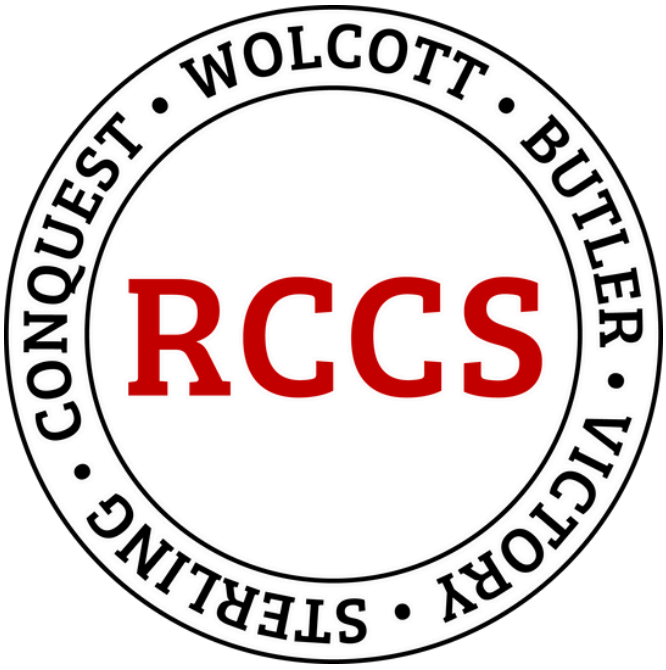
Welcome to Fifth Grade

2024-2025

RCCSD FAMILY GUIDE



The New York State Education Department sets expectations, or standards, for what *every* student will know and be able to do in school. This guide is designed to help you understand these standards and partner with teachers to support your child's learning at home. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Important Concepts

To learn English Language Arts and Literacy at every grade, your child will:

- Think, write, speak, and listen to understand and to support writing.
- Read often and widely from a range of global and diverse texts.
- Read and write for multiple purposes, including for learning and for pleasure.
- Persevere through challenging, complex texts and writing tasks.
- Enrich personal language, background knowledge, and vocabulary through reading and communicating with others.
- Monitor comprehension and apply reading strategies flexibly.
- Make connections (to self, other texts, ideas, cultures, eras, etc.).
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

To learn social studies at every grade, your child will:

- Develop fundamental civic knowledge including the structure and functioning of the government, law, and democracy at all levels of government.
- Analyze the impact of individual and collective histories in shaping contemporary issues.
- View and analyze history and current issues from multiple perspectives.
- Demonstrate respect for the rights of others in discussion and classroom debates, and how to respectfully disagree with other viewpoints using evidence.
- Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.

To learn mathematics at every grade, your child will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of patterns and structures.
- Look for and express regularity in repeated reasoning.

To learn science at every grade, your child will:

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Meet Our Team

Mrs. Hildreth

My name is Diana Hildreth and I am a 5th grade teacher. I co-teach with Ms.Wilson. I live in Cato with my husband and we have two grown children and one grandson. I received my B.A. in Elementary Education from SUNY Oswego, and my Masters in Early Childhood and Childhood Education from SUNY Albany.

Mr. Knowlton

Hi! my name is Kris Knowlton. Currently I teach 5th grade Math and Science/Social Studies. I co-teach Math with Ms. Wilson. I graduated from Phoenix CSD which is just down the road. I had previously taught in Phoenix for about 4 years. Most recently I worked down in Florida at Walt Disney World for about five years ranging from a wide variety of roles. I attended SUNY Oswego for both my undergraduate and graduate program. My undergraduate was in Childhood Education with a concentration in Social Studies in 2014. I completed my Master's Degree in 2019 with a focus of Curriculum and Instruction.

Mr. Olney

My name is Aaron Olney and mainly teach math for the 5th grade. I went to Roberts Wesleyan College for Elementary education for 5 years between 2013 and 2018. I am currently studying at Empire state for my M.Ed. in Curriculum and Instruction. I have been at Red Creek for 2 years now and feel like I truly belong in this district. I have been married for 3 years and have 2 spoiled cats.

ENGLISH LANGUAGE Arts

NYS ENGLISH LANGUAGE ARTS LEARNING STANDARDS

NEW LEARNINGS & FOCUS AREAS:

- Locate and use important and appropriate details from a text/reading.
- Find the main idea of text/reading and use details from the reading to create a summary.
- Determine the meaning of figurative language (such as metaphors).
- Identify and determine the story structure of a reading.
- Find the main idea(s) of a reading and use supporting details from the reading to create a response.
- Organize thoughts and supporting details in order.
- Introduce main ideas and other appropriate information clearly.
- Use transition sentences to move from one thought or idea to the next.
- Identify and understand settings and situations in a reading.
- Contribute to a conversation (whole class or in small groups) with appropriate information about a text
- Create and generate questions and possible solutions to a conversation about a text
- Create possible predictions of a reading based on appropriate information.
- Identity and clarify unknown or unfamiliar words that have more than one meaning.
- Identify and understand Greek/Latin prefixes and use the root words to help identify the possible definition of the suffix.
- Identify and interpret metaphors from a text.
- Use strategies such as looking at context clues, glossaries, and dictionaries to help understand and determine the meaning of unknown words.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

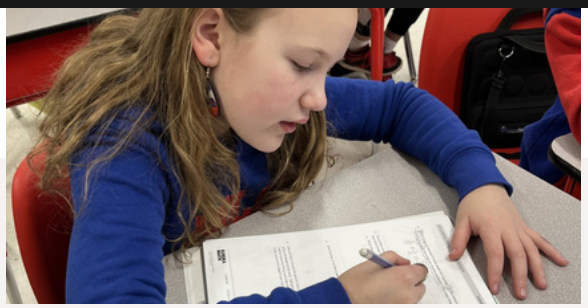
- Find and locate evidence from a reading and accurately use them.
- Answer a written response question that conveys their thoughts and ideas clearly with supporting details from a text
- Express the meaning/give a reason for those supporting ideas clearly and thoughtfully (in both short paragraph response and four paragraph essay response)
- Write and convey thoughts and ideas in a written response with clarity.
- Find a general meaning of words using the context words and clues.
- Have an understanding of prefixes and affixes
- Utilize strategies to gain an understanding of unknown words
- Identify the different part of the story structure in a text
- Contribute to a conversation with appropriate information from a text
- Make predictions based off of past information from a text
- Identify multiple characters and multiple settings

QUESTIONS YOU CAN ASK YOUR CHILD:

- Can you give me a summary of the chapter you read today?
- What metaphor did you talk about and what do you think it means?
- If you don't know a word, what are some things you can do to help?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How can I help my student find an appropriate quote that supports their answer?
- How can I help my student find appropriate information from the reading?
- How can I help my student create a well-thought out response?
- How can I help my student find the meaning of new or unfamiliar words?



MATHEMATICS

NYS MATH LEARNING STANDARDS

NEW LEARNINGS & FOCUS AREAS:

- Using the order of Operations to solve a variety of problems.
- Showing the ability to write an expression using information given in a word problem or based on coordinates on a graph.
- Understand the difference in value of each place value.
- Using that knowledge to add, subtract, multiply, and divide with multi-digit numbers with decimals.
- Analyzing decimals by determining if one is greater than less or equal to another decimal.
- Use the place value understanding to round decimals to any place value to the hundredths.
- Understand that a fractions is another way to show a division problem and that a fraction is part of a whole number.
- Adding and subtracting fractions with unlike denominators.
- Multiplying and dividing fractions by whole numbers and other fractions.
- Convert between different units within a specific measuring system (metric or customary).
- Graph given data on a line plot and use the knowledge of fractions to solve problems presented with the line plot.
- Measure to find the volume of a variety of rectangular prisms.
- Understand the different parts of a graph including x and y axis, origin, and x and y coordinate pairs.
- Using that knowledge to then graph the coordinate pairs on a coordinate plane.
- Understand the characteristics of different 4 sided figures including square, rhombus, rectangle, parallelogram, trapezoid, and a kite.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Understand the base ten place value system. They will be able to shift a digit to the right or left on the place value chart depending on the power of ten being multiplied or divided.
- Compare decimals to the thousandths place value.
- Add, subtract, multiply, and divide decimals.
- Multiply and divide with multiple digits using the standard algorithms.
- Convert measurements in both customary and metric systems. Add and subtract fractions with unlike denominators by finding common denominators.
- Add and subtract mixed numbers with unlike denominators by finding a common denominator.
- Multiply fractions.
- Divide fractions by using the skip change flip method.
- Find the volume of one or more rectangular prisms.
- Figure out and draw the characteristics of a variety of four sided figures, ex: square, rhombus, rectangle, parallelogram, trapezoid, or kite.
- Graph x and y coordinates on a graph.
- Determine the equation of a line based on where it runs through given points

QUESTIONS YOU CAN ASK YOUR CHILD:

- How does the value of a digit change as it moves to the right or to the left on the place value chart?
- What is the difference between these two fractions?
- How can I find the volume of this container?
- How can I find a point on a graph?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How can I help my student practice their skills?
- Where can I find the answers to the homework given at night?
- What vocabulary are you studying in math?
- What strategies is my student learning in class?



SCIENCE & TECHNOLOGY

NYS SCIENCE LEARNING STANDARDS

NEW LEARNINGS & FOCUS AREAS:

- Create a model using an example to show ways the geosphere, biosphere, hydrosphere, and atmosphere interact.
- Using data, show in a graph the percentages in saltwater vs freshwater, especially usable freshwater.
- Research and share information about ways individual communities use science to protect Earth's resources and environment.
- Learn about the effect pollution has on the world and more closely here at home.
- Design a model to describe that particles are all around us and are too small to be seen.
- Observe and record proof that regardless of the type of change that occurs when heating, cooling, or mixing materials, the particles remain the same.
- Make observations to show which material is being used based on the information being shown.
- Do an experiment to determine whether mixing two or more substances creates new substances.
- Use the scientific method to test different ways that items (like a bouncy ball!) can be improved.
- Energy comes from the sun.
- Explain that plants get all the needed energy for growth from air, water and sunlight.
- Describe the movement of energy among plants, animals, decomposers, and the environment.
- Use details to prove that the effect gravity has on Earth is that it pulls objects towards Earth.
- Explain why the brightness of the Sun is more than other stars because of its distance from Earth.
- Show that there are differences in the length of days and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Compare multiple possible solutions to a problem based on how well each can potentially solve the problem.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

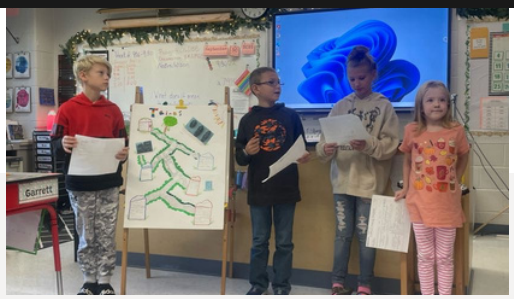
- Investigate various systems of the Earth and realize the impact they have on each other, including the atmosphere, biosphere, geosphere, and hydrosphere.
- Research and share information on environmental conservation issues.
- Understand that all life on Earth comes from the energy from the Sun.
- Study the effect that the Sun has on gravity and how gravity affects daily life on Earth.

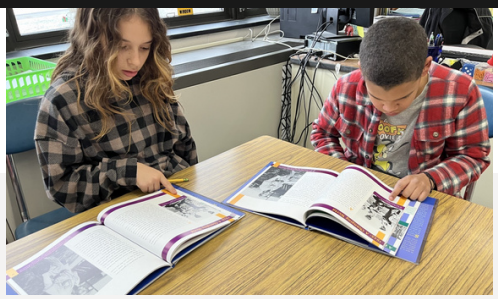
QUESTIONS YOU CAN ASK YOUR CHILD:

- Why do you think science is important to learn?
- What is your favorite thing about science this year?
- Is there anything that we can do together to make science more fun?
- What careers involve science?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How can I help my child be successful in science?
- How can we apply what we are learning in science at home/in the real world?
- What are some resources that I can use to support my child in their science class learning this year?





SOCIAL STUDIES

NYS K-8 SOCIAL STUDIES FRAMEWORK

NEW LEARNINGS & FOCUS AREAS:

- Students will study the first humans in the Western Hemisphere and how they lived in their new home as well as new cultures and inventions.
- Students will research how new and unique societies and civilizations developed in the Western Hemisphere and were known for different cultural achievements and contributions.
- Students will research how various European powers explored and colonized the Western Hemisphere and how it affected Native Americans.
- Students will study the geography of the Western Hemisphere and how it influenced human culture and settlements
- How human settlements have changed the environment.
- Students will learn about how political systems of the Western Hemisphere are organized across time and place.
- Students will learn about how peoples of the Western Hemisphere have different ways to meet their needs and wants.
- Students will learn about how countries trade with each other, and with other countries around the world.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Who were the first people in the Americas and how did they get there?
- What happened to the early people when Europeans came over?
- How did Europeans treat the people of the Americas?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Understand how political systems of the Western Hemisphere are organized across time and place.
- Use evidence to understand social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- Use a timeline to understand the difference between B.C.E. and C.E.
- Compare events in the cultures of the Western Hemisphere at similar times and places.
- Use photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other.
- Describe how humans changed places and regions in the Western Hemisphere.
- Recognize that map boundaries and place names change over time.
- Understand the differences between manmade and natural features in the environment.
- Understand how humans use their resources to barter and how the use of money has changed economies.
- Understand different cultures have different types of government and freedoms.
- Respect the rights of others with different beliefs.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How can I support my child learning at home with social studies topics?
- What are some resources that I can use to support my child in their social studies class learning this year?
- Are there any vocabulary terms that I can practice with my student at home?



SOCIAL-EMOTIONAL LEARNING

NYS SEL BENCHMARKS

NEW LEARNINGS & FOCUS AREAS:

- Having empathy and respect helps students get along with others
- Taking others' perspectives helps students interact in social situations
- Accepting differences and finding similarities creates mutual respect and friendship
- Disagreeing respectfully and responding with compassion helps strengthen relationships
- Listening with attention helps students learn, work with others and make friends
- Being assertive helps with success in a variety of social and academic situations
- Using calming down strategies helps students avoid negative consequences
- Managing anxiety helps students focus and succeed in academic and social situations
- Managing frustration so it doesn't get in the way of student learning
- Handling conflict in a positive way in social situations
- Understanding that problem solving helps students be successful in school using the following strategies:
- Making a Plan, Seeking Help, Dealing with Gossip, Dealing with Peer Pressure

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Self-regulate their emotions with the ability to identify which emotions they are experiencing
- Use proactive strategies that help prevent strong emotions from escalating into negative behaviors
- Feel or understand what another person is feeling, which leads to helpful and socially responsible behavior.
- Use the four Problem-Solving steps after calming down.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What areas in school are you really strong with?
- What areas in school do you think you need to work on?
- Can we set a goal to work on that?
- What are some strategies that you are working on in school for when you have strong emotions?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How does my child interact with other students?
- Are there any social concerns that I should be aware of?
- How does my child deal with peer conflicts?
- How does my child react when they have a problem to solve?

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