



## SCIENCE

*The student understands and uses the scientific method and process skills used to study main concepts and ideas related to:*

### Chemistry

*Earth, Waves and the Solar System*

### Environment

#### Scientific Method

- Develop a problem statement
- Design a procedure
- Form a hypothesis
- Make observations
- Draw conclusions
- Make inferences
- Apply

#### Process Skills

- Observe
- Communicate
- Compare
- Organize
- Understand relationships

## HEALTH AND FITNESS

*The student acquires the knowledge and skills necessary to maintain an active and healthy life*

- Demonstrates a variety of physical skills while participating in lifetime fitness, team and individual sport related activities
- Relates the components of fitness to appropriate fitness assessments and participates in personal fitness planning and goal setting
- Illustrates the activity pyramid and relates to the components of fitness
- Monitors and analyzes self-progress in a teacher designed fitness log
- Identifies basic body systems and how they function in relation to good health, fitness and disease prevention
- Compares and contrasts food labels for nutritional value and explains the impact of healthy eating on physical and academic performance
- Understands ones right to personal and physical safety and describes appropriate responses to situations of: harassment, risky situations, physical danger, peer pressure and conflict
- Demonstrates safe play, following directions, respect, cooperation and sportsmanship in a safe and enjoyable environment

## LIFE SKILLS

Units of study

DRUG/ALCOHOL ABUSE/ PREVENTION

HUMAN GROWTH AND DEVELOPMENT

PERSONAL SAFETY

## TECHNOLOGY

*The student understands and uses technology to gather information and problem solve*

- Develops word processing/keyboarding skills
- Researches information for use in multimedia projects
- Uses available technology resources and devices to enhance learning and to solve problems
- Recognizes peripheral devices to enhance learning (digital cameras, scanners)
- Uses Internet search engines with teacher direction
- Knows and models Central Valley School District technology guidelines
- Cites Internet resources appropriately
- Researches information on a variety of topics using print, nonprint, and online resources
- Determines which resources are the most appropriate tools to address a variety of tasks and problems (encyclopedia, Internet, trade books, CD ROM)
- Experiments with available computer software programs
- Practices Internet Safety

## ART

*The student understands and applies arts knowledge and skills*

- Demonstrates the use of the seven elements of art (color, form, line, shape, space, texture, value)
- Communicates through art in a variety of mediums
- Uses reflective strategies and criteria to critique art
- Demonstrates the use of the seven principles of art (balance, emphasis, harmony, rhythm and movement, proportion, unity, variety)
- Creates a balanced composition
- Applies thinking skills during the artistic process
- Makes connections within and across the arts to other disciplines, life, cultures, and work

## MUSIC

*The student understands and applies music knowledge and skills*

Units of study:

VOCAL

MUSIC READING/ RHYTHMS

RECORDERS

- Identifies and uses music vocabulary
- Identifies and performs additional musical forms
- Discriminates between major and minor
- Performs melody and harmony within an ensemble

## CHARACTERISTICS OF A SUCCESSFUL LEARNER

- Respects others
- Respects those in positions of supervision
- Accepts responsibility for choices and behaviors
- Works cooperatively with others
- Follows classroom and school rules
- Follows directions
- Uses independent time effectively
- Actively participates
- Completes work on time
- Work is done neatly
- Demonstrates good organization skills
- Meets homework requirements
- Comes to class prepared

*For more information, visit [www.cvsd.org](http://www.cvsd.org) and click on Learning and Teaching*

Educating a child is a responsibility shared by the student, school, family and community. As a parent, you can play an important role in the educational success of your child. The Fifth Grade Frameworks is a tool created to help you to better understand what your child is expected to learn at each grade level. These Frameworks form the foundation for student learning in the Central Valley School District.

## READING

*The student understands and uses different skills and strategies to read*

- Applies a variety of strategies and references to understand new text
- Increases reading fluency and expression

*The student understands the meaning of what is read*

- Applies comprehension strategies before, during and after reading
- Builds and applies vocabulary strategies to comprehend text (prefixes, suffixes, abbreviations)
- Summarizes information from text
- Understands how to infer, predict, draw conclusions and summarize
- Understands and analyzes information from a variety text (fact, opinion, cause/effect, compare/contrast)
- Analyze a variety of genre (biography, fiction, non-fiction, poetry)
- Determines the author's purpose in a variety of text
- Understands and analyzes story elements
- Comprehends important ideas and details
- Follows written directions correctly

*The student reads different materials for a variety of purposes*

- Reads to gain information
- Reads to solve a problem



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- Establishes a purpose for reading by surveying materials, asking questions, making predictions, connecting, clarifying and extending ideas
- Recognizes literary devices used by authors (similes, metaphors, personification)
- Identifies common themes in literature (bravery, friendship)
- Applies word analysis skills and vocabulary skills to understand new vocabulary
- Responds orally and in written form to literature
- Uses tools to support oral presentations (note cards, outlines, graphic organizers, technology)
- Summarizes expository and narrative texts
- Sets individual reading goals and develops a plan to meet goals

## WRITING

### *The student understands and uses a writing process*

- Prewrites — independently uses prewriting strategies/graphic organizers to brainstorm and organize ideas
- Drafts — groups ideas into paragraphs and sequences paragraphs in logical order independently
- Revises — rereads and modifies work (change, add, delete) to improve writing
- Edits — uses checklists and references for conventions; independently checks writing for accuracy, detail and clarity
- Publishes — produces a variety of neat, legible final products, sometimes with technology; shares with audience

### *The student writes clearly and effectively*

#### *Content (focus, ideas, message)*

- Writes on a topic that is narrow, clear and maintained throughout the writing
- Ideas are adequately developed using elaboration with important, relevant and specific details
- Writes in a variety of modes (expository/informational, narrative, persuasive and genres: friendly letter, procedural, poetry) and response to reading
- Message is clear

#### *Organization (introduction, middle, transitions, conclusion)*

- Writes multi-paragraph papers with introductory and concluding sentence
- Writes paragraphs that include a topic sentence with supporting details and concluding sentence
- Uses a variety of transitions appropriately (e.g. *therefore, in conclusion, next, however*)
- Demonstrates logical sequence of ideas

#### *Style (word choice, sentence fluency, voice)*

- Uses specific words and phrases (varying verbs and adjectives to add clarity and interest)

- Experiments with using figurative language to enhance writing; uses phrases/fragments appropriately
- Experiments with variety of hooks (openers) and zingers (closers) that show the writer’s style and perspective
- Varies sentence beginnings and sentence structure
- Demonstrates voice (individual expression) with word choice and elaboration

#### *Conventions (rules of spelling, usage, capitalization, punctuation and paragraphing)*

- Uses complete sentences
- Applies subject and verb agreement
- Maintains consistent verb tense
- Applies capitalization and punctuation correctly so meaning is not affected
- Spells high-frequency and grade-level sight words correctly in writing

#### *Penmanship/Handwriting*

- Writes legibly (form, size and spacing)
- Prints or uses cursive writing

## COMMUNICATION

### *The student uses listening and observation skills to gain understanding*

### *The student communicates ideas clearly and effectively*

## MATH

### *The student understands and applies the concepts and procedures of mathematics.*

#### *Number Sense*

- Understands the concepts and values of mixed numbers, decimals and improper fractions
- Renames fractions
- Converts between mixed numbers and fractions
- Adds and subtracts fractions with like denominators
- Determines equivalent fractions
- Determines prime factorization of a number (1, 3, 7, 11)
- Determines whether a number is prime or composite
- Uses strategies to find equivalencies between fractions, decimals and percents
- Recalls multiplication and division facts through 12
- Illustrates relationships between multiplication/addition and division/subtraction
- Identifies place value to billions
- Identifies the factors of a number (12: 1, 2, 3, 4, 6, 12)
- Writes dollars and cents notation and recognize, combine and exchange money
- Uses exponential notation for square numbers
- Uses the terms numerator and denominator
- Compares and order fractions, decimals, and percents
- Compares and orders integers (positive and negative numbers)

- Solves multi-digit division problems with one digit divisor
- Solves addition and subtraction problems using decimals

#### *Measurement: capacity, weight, length (US/metric) time, angles, (degrees)*

- Estimates and measures using appropriate U.S. customary/metric units
- Applies an understanding of the metric system standard units

#### *Geometric Sense: 2 & 3 dimensional shapes, perimeter, area, angles (degrees)*

- Explains area and perimeter and uses appropriate units for area measure
- Measures and computes the perimeter and area of polygons (multi-sided shapes)
- Defines the diameter and radius of a circle
- Applies an understanding of geometric concepts (parallel, perpendicular lines, congruent figures or reflection)
- Uses formulas to find areas of rectangles and triangles
- Identifies and measures various types of angles
- Demonstrates an understanding of patterns of numbers and shapes

#### *Probability and Statistics: collect & display data, interpret results (mean, mode, range)*

- Reads and plots ordered number pairs
- Collects, organizes, displays and interprets data
- Determines the range, mode, median and mean of a set of data
- Demonstrates an understanding of simple principles of probability

#### *Algebraic concepts: display, identify and describe rules to develop patterns in addition, subtraction, multiplication and division*

- Applies negative numbers to represent appropriate mathematical situations
- Applies estimation strategies to determine reasonableness of answers in various mathematical situations
- Solves one and two step number stories with whole numbers, fractions, and decimals
- Solves multi-step problems from number stories

#### *The student uses mathematics to define and solve problems*

- Develops and explains problem-solving strategies using pictures, numbers or words
- Communicates understanding of mathematical concepts in a variety of problem solving situations
- Makes connections between mathematics and other subject areas and real-life situations
- Understands which mathematical operation to use to solve a problem

## SOCIAL STUDIES

### *The student understands and uses main concepts and ideas related to:*

#### *Units of study*

##### *United States Colonization and Settlement*

- Creates a timeline of key events
- Identifies the native peoples and the consequences of European immigration
- Describes how people traveled to and settled the United States
- Examines the challenges and the conflicts due to colonization and settlement
- Uses maps, graphs and charts
- Uses basic mapping elements to construct a map
- Explains why enslaved Africans were brought to the colonies
- Explains how life was different from one colonial region to the next

##### *United States Independence*

- Identifies and describes the essential characteristics of the Declaration of Independence
- Identifies key democratic ideals and how they contribute to the rights and responsibilities of U.S. citizenship
- Explains why nations wanted to control the Americas
- Uses basic mapping elements to construct a map
- Compares and contrasts the perspective of the Loyalists and Patriots
- Explores the causes of the American Revolution

##### *United States Founding the Nation*

- Identifies and describes the essential characteristics of the Bill of Rights and the Constitution of the United States
- Identifies the important characteristics of U.S. citizenship
- Identifies branches and purposes of the U.S. government
- Examines how events in the nation’s past influence the present
- Examines the cause and effect relationships of historical events
- Uses maps, graphs and charts
- Participates in civic discussion pertaining to public issues at school and in the local community