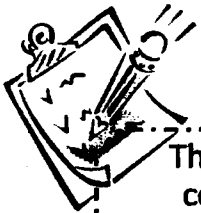




# RCSD Henry Lomb School No. 20

## Grades K-6

### Grade Level Expectations



This document was designed to provide an emphasis on the importance of the mastery of key concepts and skills taught at various grade levels in order to support the successful learning path of students. It is not a replacement of the New York State Performance Standards, nor is it supplemental and it does not include all of the standards taught for each subject. It merely highlights many important grade level skills and concepts that are essential and build upon one another as students progress through elementary school (K-6). Mastery of the skills included are indicators that students are prepared for the next grade level of instruction and will be more likely to meet and/or exceed the National, New York State and District Learning Standards.

# **RCSD School No. 20 Grade Level Expectations**

## **Fifth Grade**

Welcome to fifth grade! This is a very exciting time for both you and your child - a year of new horizons and possibilities. Fifth graders will read more complex information in every area. In literature, expect full length chapter books, book reports and story writing; but also expect new and challenging reading from social studies and science textbooks. but also expect new attention to creating full paragraphs and short essays that use evidence to make a point, provide detailed comparisons and contrast, or explain research in science or social studies. Equally important, automatic mastery of all math "facts"—addition, subtraction, multiplication, and division of numbers from 1-12 your child should understand how those "mathematical operations" work, along with the role of place value, fractions, decimals, and beginning geometry. The major goal of fifth grade is to be able to work independently, harvest information from texts that aren't necessarily "fun", therefore reading comprehension is key. To meet these goals, the fifth graders undertake a rigorous curriculum which meets and exceeds the standards set by the New York State Department of Education. The education of students is a responsibility shared by both educators and parents. Therefore, Parents should be aware of what is expected of their child. This sheet contains an overview of the essential skills and concepts in Reading, Writing, Math, Science and Social Studies that students will need to master by the end of the year to be considered proficient. These expectations were developed by the Teachers and Administrators at RCSD Henry Lomb School No. 20.

### **Reading**

- DRA reading level of 60 or above (w/ comprehension & fluency)
- Exposed to a variety of genres
- Reads independently for at least 30 minutes
- Effectively uses a variety of reading strategies

### **Writing**

- Paragraph structure
- Topic sentence, supporting details, sentence variety, craft, voice mood and concluding statement
- Sophisticated vocabulary
- Awareness & use of many parts of speech
- Writing is focused & on topic
- Wide range of writing strategies & writer's craft
- Accurately edits & revises work

### **Math**

- All multiplication/division facts memorized
- Place value to 1 billions
- Enriched math vocabulary
- Fractions (+, -, equivalent)
- Range of problem solving strategies
- Decimals (to thousandths)
- Probability
- Geometry (shapes, angles, extends patterns, representational, concrete & pictorial models)
- Calculate angles for all quadrilaterals
- Classify and find missing angles
- Makes connections to real life situations
- Algebra (Define and use appropriate vocabulary when referring to variables and expressions)
  - Solve 1 step equations

# **RCSD School No. 20 Grade Level Expectations**

## **Fifth Grade**

### **Science**

- Formulate questions of scientific inquiry with the aid of references appropriate for guiding the search for explanations of everyday observations.
- Identify questions and formulate hypotheses;
- design and conduct scientific investigations to answer those questions.
- Differentiate between rocks and minerals.
- Classify rocks as sedimentary, igneous, or metamorphic.
- Investigate and explain how weathering leads to the formation of sediment.
- Identify events (earthquakes, volcanic eruptions, etc.) that cause earth movements.
- Knows how nutrition and exercise affect our health
- Observe, identify, and record the components of a forest ecosystem.
- Observe and describe how plants use air, water, and energy from the sun to produce their own food.
- Identify populations within a community that are in competition with one another for resources.
- Describe the way humans: Depend on their natural and constructed environment, and have changed their environment over time.
- Identify examples where human activity has had a beneficial or harmful effect on other organisms
- Read and summarize expository text
- Collects, organizes, represents data and results in more than one way (tables, graphs, drawings, diagrams, creative writing etc...)
- Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem (food chains & food web).
- Follow safety procedures in the classroom and laboratory. Safely and accurately use the measurement tools.
- Identify cause-and-effect relationships.

### **Social Studies**

- Three branches of state government: judicial, legislative, & executive
- Economics
- Wars (civil/revolution)
- Native American groups in New York
- Constitution/Bill of Rights
- Civic Responsibility & rights (jury, vote & taxes)
- Women's rights
- Immigration
- Geography:
  - Latitude/longitude
  - Hemisphere
  - Grid coordinates