

# FIFTH GRADE



Utah State  
Board of  
Education

Teaching  
and  
Learning

## Parent Guide to Student Success

Parents are important partners in achieving the Utah State Board of Education’s vision that “each student is prepared to succeed and lead by having knowledge and skills to learn, engage civically, and lead meaningful lives.” The purpose of this document is to help parents better understand what their children should learn, when a child may need more help or when a child would benefit from extra challenges. By using these resources, you may find more ways to advance your child’s learning at home while encouraging growth in their communication, critical thinking and problem-solving skills.

### ENGLISH LANGUAGE ARTS

#### Essential Learning: ENGLISH LANGUAGE ARTS

- **Reading:** Fifth grade students can use knowledge of all letter-sound correspondences, syllabication patterns, morphology and etymology to read unfamiliar multisyllabic words (in and out of context).
- **Reading:** Fifth grade students can read grade-level appropriate text with sufficient accuracy and fluency to support comprehension. They can identify and refer to evidence, describe, compare and contrast themes, settings, and plots to demonstrate understanding of texts. They can clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- **Reading:** Fifth grade students can explain the structural elements of different types of text when writing or speaking about a text. They can describe the overall structure using terms like sequence, comparison, cause/effect and problem/solution.

## (Continued from Essential Learning: ENGLISH LANGUAGE ARTS)

- **Writing:** Fifth grade students can compose argumentative, informative and narrative pieces where they introduce a topic or establish a situation, support the topic with evidence or build upon the situation, use linking words, phrases, and clauses, and include a concluding statement. They use appropriate conventions in their writing pieces.
- **Writing:** Fifth grade students can conduct short research projects to answer a question while using fluent cursive and manuscript handwriting.
- **Speaking and Listening:** Fifth grade students can prepare for and participate effectively and orderly in a range of conversations, collaborations and civil discussions using grade-level appropriate vocabulary with diverse partners on topics, texts and issues, building on others' ideas and expressing their own ideas clearly.
- **Speaking and Listening:** Fifth grade students can present information or opinions, sequencing ideas logically and using relevant descriptions, facts and details to elaborate on main ideas or themes.

Link to the English Language Arts Core Standards:

[Link to the new ELA Standards coming soon!](#)

## Home-to-School Connections: ENGLISH LANGUAGE ARTS

- Provide opportunities for your child to read every day. Support your child in finding books, videos and other resources in order for them to write and/or speak about the subject knowledgeably.
- Encourage your child to ask questions to clarify their understanding on topics, texts and other resources.
- Engage your child in discussions about themselves, their peers and the world around them.

## FINE ARTS

### Essential Learning: DANCE

- **Create:** Improvise simple choreography. Edit and fix the choreography.
- **Perform:** Perform the elements of dance (awareness of space, shapes, locomotor and non-locomotor movement, energy qualities and degrees, body parts, time).
- **Respond:** Identify movements when watching and doing. Use basic dance terminology to describe movement. Describe movement from a culture or genre. Describe why a dance is artistic.
- **Connect:** Identify emotions when watching a dance and connect it to personal life and personal views. Demonstrate movement of a specific topic. Find relationship between dance and culture, historical period, society or community. Connect to visual art. Connect to other core content.

## Essential Learning: DRAMA

- **Create:** Develop drama that answers who, what, when, where and why; develop character and mood; and resolve conflict.
- **Perform:** Analyze the character, setting and plot in a story; use choices to enhance drama performance.
- **Respond:** Recognize and share artistic choices when participating in or observing a drama work.
- **Connect:** Investigate common social issues, express them through a drama work and explain how drama connects oneself to one's community or culture.

## Essential Learning: MUSIC

- **Create:** Improvise rhythmic and melodic patterns connected to a specific purpose and context.
- **Perform:** Make interpretive decisions, with guidance, regarding the use of musical elements to express ideas and emotions.
- **Respond:** Identify music elements that are characteristic of different genres of music.
- **Connect:** Identify connections between a music genre and cultural or historical contexts.

## Essential Learning: VISUAL ARTS

- **Create:** Create art based on other cultures with detail, using materials and tools safely.
- **Present:** Learn about different cultures and their art.
- **Respond:** Evaluate artwork based on subject matter, use of media and the context it was created in.
- **Connect:** Analyze what materials were used to make different artworks. Consider the subject matter and message.

Link to the Utah **Fine Arts** Core Standards:

<https://www.schools.utah.gov/file/d1fde2c5-7463-4892-9d23-8584924537a7>

## Home-to-School Connections: FINE ARTS

- **Provide materials for children to create:**
  - Old clothes, hats and props for playmaking and movement exploration.
  - Simple musical instruments.
  - A stage area created by hanging old sheets or open space for dancing/playing.
  - Puppets and puppet stage.
  - Art materials to explore the art making process: crayons, markers, colored pencils, water with food coloring for watercolors, scrap paper, old magazines for making collages and/or cardboard from cereal boxes/paper towel rolls for sculpture, etc.

## (Continued from Home-to-School Connections: FINE ARTS)

- An “art area” where messes are OK.
- **Use arts for parties and celebrations:**
  - Go to live arts, music, dance and drama performances.
  - Have the children create and perform dance, drama or music performances.
  - Sing simple songs together.
  - Play drama games.
  - Go to museums.
  - Gather art supplies and make a mural.
- **Consider a variety of arts activities:**
  - Create simple melodies, write plays and dance pieces and perform them.
  - Organize a children’s group or playdate to meet for arts activities or experiences.
  - Take children to live dance, music and theatre productions.
  - Make puppets out of materials around the house: sticks, pinecones, old socks, lunch sacks, etc.
  - Make funny faces or sculptures out of food.

## HEALTH EDUCATION

### Essential Learning: HEALTH EDUCATION

- **Health Foundations and Protective Factors of Healthy Self:** Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.
  - **Mental and Emotional Health:** Practice a variety of stress management techniques and help eliminate stigmas regarding mental health.
  - **Safety and Disease Prevention:**
    - Learn to respond effectively to environments and practice decision-making skills for safety and disease prevention.
    - Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.
  - **Substance Abuse Prevention:** Resist peer pressure and substance use by identifying practices that promote a lifestyle free from alcohol, tobacco, nicotine and other drugs.
  - **Nutrition:** Use a food label to calculate how caloric intake can change depending on the number of servings consumed. Create a healthy meal, including beverage, using current dietary guidelines.
  - **Human Development:** Understand puberty and maturation including: the timing of puberty, basic structures and functions of the reproductive and endocrine systems, body changes during puberty, physical, social and emotional changes that occur with puberty.
- Note:** Parental consent is required prior to instruction and parents are encouraged to participate in the maturation presentation.

Link to the full Utah **Health Education** Core Standards:

<https://schools.utah.gov/file/ed906f78-eaf5-44fa-892f-984e28c4c2a7>

## **Home-to-School Connections: HEALTH EDUCATION**

- Practice healthy stress management techniques together such as family walks, listening to music, coloring or yoga.
- Discuss your family values and expectations around substance use and consequences of decisions.
- Using current nutrition guidelines, prepare a balanced meal together.
- Discuss your experience with puberty and maturation. Answer questions your student has before and after the maturation presentation.

## **MATHEMATICS EDUCATION**

### **Essential Learning: MATHEMATICS**

#### **■ STANDARDS FOR MATHEMATICAL PRACTICE**

The Standards for Mathematical Practice describe the ways students interact with math concepts. These standards represent the behaviors, skills and habits your child will develop as they engage and progress in their mathematics learning.

Students will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

#### **■ FIFTH GRADE STANDARDS FOR MATHEMATICS**

These are the critical skills your child will be learning in fifth grade. These skills build on their prior knowledge and lay the foundation for future success in mathematics.

##### **Operations and Algebraic Thinking**

- Write and interpret numerical expressions using parentheses, brackets and braces; for example, add 8 and 7, then multiply by 2, can be written as  $2 \times (8+7)$ .
- Analyze patterns and relationships.

##### **Numbers and Operations in Base Ten**

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

##### **Numbers and Operations—Fractions**

- Use equivalent fractions as a strategy to add and subtract fractions.

## (Continued from Essential Learning: MATHEMATICS)

- Multiply and divide fractions.

### Measurement and Data

- Convert measurements in U.S. customary and metric units.
- Represent and interpret data.
- Understand ways to find the volume of a rectangular prism.

### Geometry

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

Link to the full Utah Core Standards for **Mathematics**

<https://www.schools.utah.gov/curr/mathematics/core?mid=4514&tid=1>

## Home-to-School Connections: MATHEMATICS

- **Portray a positive view of math:** Speak positively about math around your child. This will help build their identity as a mathematician and encourage them to persevere through challenging tasks.
- **Focus on flexibility and perseverance rather than speed:** When engaging in mathematics with your child, encourage them to try multiple strategies to solve problems. Support their growing understanding by celebrating effort, perseverance and the learning process without focusing attention on speed and correctness.
- **Encourage your child to explain their thinking:** If you notice errors in your child's mathematics, avoid telling them that they're wrong. Rather, engage them in a conversation about their reasoning around how they solved the problem.
- **Share everyday mathematical moments:** Include your child in day-to-day activities that involve precise mathematics. Talk with your child about the mathematics involved in completing the task—for example, fractions involved in cooking and baking, using sewing patterns, measuring wood for a project, etc.
- **Encourage everyday mathematical reasoning:** Talk with your child about how you can use mental mathematics to figure out the money you will save on a sale at a store, how long you can drive on a tank of gas during a road trip, how to efficiently double a recipe's ingredients, or how to mathematically represent a thrown or kicked ball's trajectory, etc.
- **Regularly check in with your child's teacher(s):** Touch base with your child's teacher through email, phone calls, conferences, etc. to further discuss ways in which you can support your child's learning at home.

## PHYSICAL EDUCATION

### Essential Learning: PHYSICAL EDUCATION

- **Motor Skills and Movement Patterns:** Throw and catch a ball above the head,

## (Continued from Essential Learning: PHYSICAL EDUCATION)

chest and waist level. Combine dribbling with other skills. Create a jump rope routine using either a short or long rope.

- **Attain Efficient Movement and Performance:** Use offensive and defensive strategies in a group game.
- **Components to Maintain Health and Fitness:** Design a fitness plan and analyze the impact of food choices and hydration to physical activity, sports, and personal health.
- **Develop Cooperative Skills:** Actively involve others with both higher and lower skill abilities into activities.
- **Personal Value of Physical Activity:** Express the enjoyment and/or challenge of participating in a favorite physical activity.

Link to the full Utah **Physical Education** Core Standards

<https://www.schools.utah.gov/file/6192280d-2ab2-4ff1-b5dd-a9c2f95c1b11>

## Home-to-School Connections: PHYSICAL EDUCATION

- Practice and play a variety of sports or physical activities together.
- Plan a healthy meal and discuss the nutritional value and how the meal supports an active lifestyle.
- Invite other children to participate in games and activities of all ability levels, practice cooperation and sportsmanship.
- Talk about games, sports, and activities you enjoy and teach your child how to play or participate in them.

# SCIENCE

## Essential Learning: SCIENCE

- **CHARACTERISTICS AND INTERACTIONS OF EARTH'S SYSTEMS:**
  - **Analyze and interpret data** to describe patterns of Earth's features.
  - **Use mathematics and computational thinking** to compare the quantity of saltwater and freshwater in various reservoirs to provide evidence for the distribution of water on Earth.
  - **Ask questions to plan and carry out investigations** that provide evidence for the effects of weathering and the rate of erosion on the geosphere.
  - **Design solutions** to reduce the effects of naturally occurring events that impact humans.
- **PROPERTIES AND CHANGES OF MATTER:**
  - **Develop and use** a model to describe that matter is made of particles on a scale that is too small to be seen.
  - **Ask questions to plan and carry out investigations** to identify substances based on patterns of their properties.

## (Continued from Essential Learning: SCIENCE)

- **Plan and carry out investigations** to determine the effect of combining two or more substances.
- **Use mathematics and computational thinking** to provide evidence that regardless of the type of change that occurs when heating, cooling or combining substances, the total weight of matter is conserved.
- **CYCLING OF MATTER IN ECOSYSTEMS:**
  - **Construct an explanation** that plants use air, water and energy from sunlight to produce plant matter needed for growth.
  - **Obtain, evaluate and communicate information** that animals obtain energy and matter from the food they eat for body repair, growth and motion, and to maintain body warmth.
  - **Develop and use a model** to describe the movement of matter among plants, animals, decomposers and the environment.
  - **Evaluate design solutions** whose primary function is to conserve Earth's environments and resources.

Link to the full **Utah Science with Engineering Education (SEEd)** Core Standards <https://www.schools.utah.gov/file/e9774917-1173-4587-92c6-1e3fa52dbc7d>

## Home-to-School Connections: SCIENCE

- Look at maps to see where mountains, oceans, rivers, lakes, and other land and water features occur. Describe any patterns you observe.
- Look for examples of weathering and erosion in your area. What might be causing it?
- Make a toy out of Legos. Weigh it. Take the toy apart and weigh all the pieces. Is there a pattern?
- Investigate what resources help plants to grow.
- Explore what different animals need to survive.

## SOCIAL STUDIES

### Essential Learning: SOCIAL STUDIES

**The social studies parent guides will be coming as soon as those new standards have been approved by the Board.**



## **PARTNER WITH YOUR CHILD'S TEACHER(S)**

Productive relationships between parents and teachers are essential to learning. You can facilitate development of a respectful relationship with your child's teacher(s) by:

- Introducing yourself.
- Asking about the best means to communicate effectively regarding your child's learning (for example: email, notes, phone calls).
- Sharing anything that would be important to consider when planning for your child's learning experiences (for example: strengths, areas for growth, goals and/or any other special considerations).
- Attending parent teacher conferences and identifying ways you can support your child's development, growth and learning.
- Asking your child about what they are learning and reinforcing their learning at home by maintaining focus on the learning process rather than outcomes and celebrating both successes and failures.
- Acknowledging the positive contributions of educators on your child's development, growth and learning.

## **5Es FOR FAMILIES**

To support your child in developing the characteristics found in [Utah's Portrait of a Graduate](#), you will find [Utah's 5Es for Families](#) to be another helpful resource. By using the 5Es for Families, your home environment can support and enrich your child's learning.