



Dear Parents,

The Governing Board of the Ramona Unified School District has adopted California's Content Standards for district wide implementation. Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame your questions for parent-teacher conferences and counselor conferences, select reading and writing materials for the home, and shape your visits to public libraries and other places of interest.

English-Language Arts

Reading:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2.0 Reading Comprehension: Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

3.0 Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.

Writing:

1.0 Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting

evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions:

1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking:

1.0 Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

2.0 Speaking Applications (Genres and Their Characteristics): Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

How parents can help . . .

- ✓ Help your child apply reading/writing skills to the grade level study of the United States such as reading maps and planning a road trip.
- ✓ Encourage note taking for home communications.
- ✓ Help you child extend independent reading time.
- ✓ Maintain contact with your child's school and teacher through telephone calls, written communication, meetings, and events.
- ✓ Read and discuss with your child the books they are reading.
- ✓ Encourage your child to become active in community events and services such as "Beach Clean", "Day at the Docks", or

"Literacy Walks" and share the experience both formally and informally.

- ✓ Purchase books when selecting a gift for your child.
- ✓ Encourage your child to keep journals and other types of writing daily.
- ✓ Encourage your child to be actively involved in their community.
- ✓ Limit television, ask teachers for strategies.

Mathematics

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Number Sense:

1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.

Algebra and Function:

1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

Measurement and Geometry:

1.0 Students understand and compute the volumes and areas of simple objects.

2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.

Statistics, Data Analysis, and Probability:

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.

Mathematical Reasoning:

- 1.0 Students make decisions about how to approach problems.
- 2.0 Students use strategies, skills, and concepts in finding solutions.
- 3.0 Students move beyond a particular problem by generalizing to other situations.

How parents can help . . .

- ✓ Play mathematical board and computer games.
- ✓ Create estimation problems for everyday events.
- ✓ Practice mental math and math facts with your child for mastery.
- ✓ Draw or build a model of one room in your home. Plan a room addition.
- ✓ Look for graphs/charts and discuss meanings.
- ✓ Develop a budget for an outing (movie, etc.).
- ✓ Use the newspaper to gather data for decisions.
- ✓ Find examples of fractions, decimals, and percents in your everyday life and explain what they mean.
- ✓ Have children use road maps to plan routes and calculate distances.
- ✓ Look for examples of tessellations, regular and irregular three dimensional shapes.
- ✓ Calculate gas mileage.
- ✓ Build a structure with 4-6 blocks, draw the top, side and front views, ask someone else to rebuild structure from drawing.

Science

Physical Sciences:

1. Elements and their combinations account for all the varied types of matter in the world.

Life Sciences:

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

Earth Sciences:

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation..

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.

5. The solar system consists of planets and other bodies that orbit the sun in predictable paths.

Investigation and Experimentation:

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

How parents can help . . .

- ✓ *Encourage your child to ask questions and make observations of the natural world.*
- ✓ *Encourage your child to read and write about what they learn.*
- ✓ *Visit the library and museums as a family.*
- ✓ *Schedule time each day to talk with your child about school and share your day.*
- ✓ *Limit time viewing television.*

History/Social Science

United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

5.5 Students explain the causes of the American Revolution.

5.6 Students understand the course and consequences of the American Revolution.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with

emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

5.9 Students know the location of the current 50 states and the names of their capitals.

How parents can help . . .

- ✓ *Take a field trip to the San Diego Museum of Art to view American artwork.*
- ✓ *At voting time, talk to your child about the voting process.*
- ✓ *Discuss the Constitution and law making process.*
- ✓ *If you visit one of the 50 states, locate it on a map, gather information about it, explore local cultures, visit places of historical significance, create a scrapbook.*



The California Content Standards for grades Kindergarten through Twelve were adopted by the California Department of Education during the 1997-98 school year. The standards represent a commitment to teaching strong basic skills, problem solving strategies, critical thinking, and analysis techniques to all students. The standards serve as a basis for our curriculum development, use of instructional resources, and assessment of student achievement. This pamphlet is intended to provide parents with an overview of the tremendous amount of subject matter which your child will experience in this particular grade level in the four core areas of study. Additionally, each child in grades K-6 will also be engaged in a rich course of study in the visual and performing arts, health, and physical education.

In addition to the standards described here, suggestions are provided for parents to help their children practice, develop, and achieve these expectations. In order to become proficient in the various skills included in each of the four core content areas, it is critical that parents take an active role in working with the schools to develop these skills.

For additional information on our District's instructional program, parents should contact their local school principal or teacher. Additionally, a complete and detailed listing of the state's content standards is available via the Internet at <http://www.cde.ca.gov/standards>.



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California Content Standards

5th Grade