

**Saddle River  
Wandell School  
Curricular Overview  
GRADE 5**

*Created/BOE Adopted August 2024*

# Curriculum Overview

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

# English Language Arts

## Course Description

Within the K-5 English Language Arts program, The Saddle River School District seeks to provide students with ongoing, authentic reading and writing experiences that are both personally enriching and academically challenging. Wandell students will develop strong foundational skills in reading, writing, speaking and listening, and word study that in turn will allow students to develop as critical thinkers across every discipline. We strive to develop actively engaged students who are able to appreciate, and communicate ideas effectively.

Through reading, writing, speaking, and listening, students will critically examine texts and media to better understand themselves and the world in which they live.

Wandell students will collaborate thoughtfully and solve problems creatively with sensitivity to diverse perspectives.

# English Language Arts

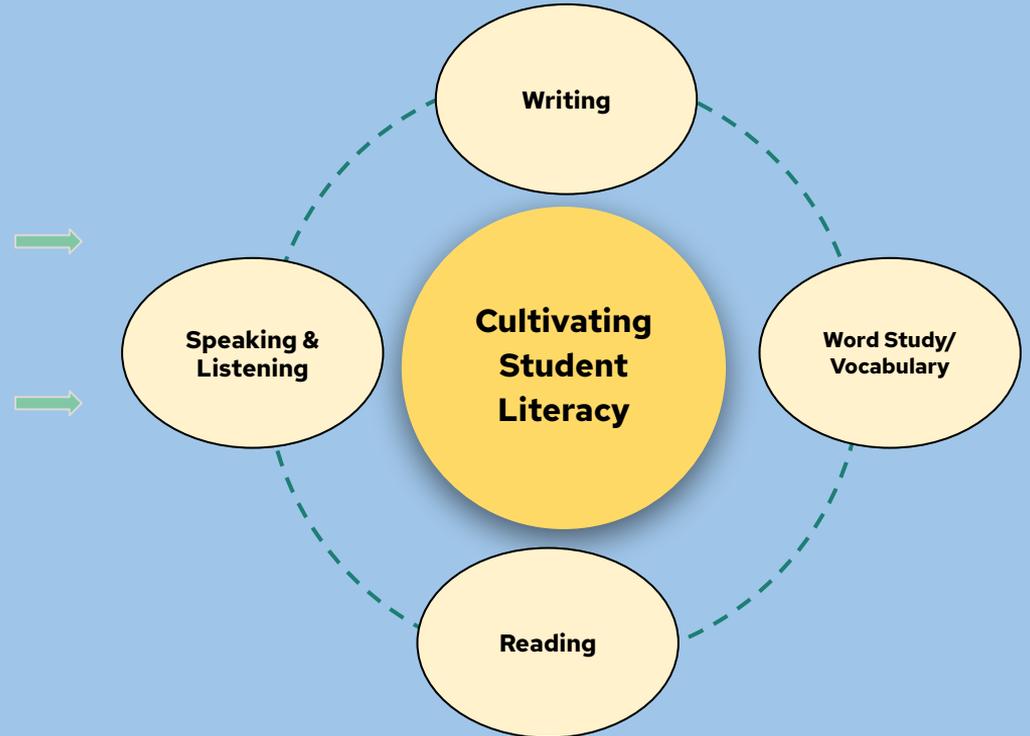
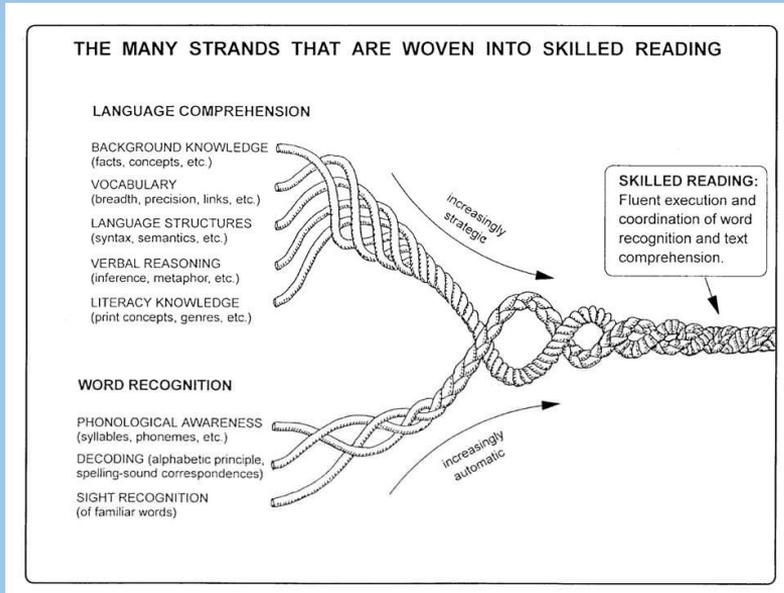
## Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. (RL.CR.5.1)
2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text. (RL.CI.5.2)
3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact). (RL.IT.5.3)
4. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation. (RL.PP.5.5)
5. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. (RI.CR.5.1)
6. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. (RI.CI.5.2)
7. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (L.RF.5.3)
8. Read with sufficient accuracy and fluency to support comprehension. (L.RF.5.4.)
9. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.KL.5.1)

10. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. (RI.IT.5.3)
11. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.TS.5.4)
12. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation. (RI.PP.5.5)
13. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.AA.5.7)
14. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.AW.5.1)
15. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.IW.5.2)
16. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.NW.5.3)
17. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.WP.5.4)
18. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea. (W.WR.5.5)
19. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. (L.WF.5.2)

# English Language Arts



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

# English Language Arts Assessments

1. myView Benchmark & Unit Tests
2. Teachers College Running Records
3. Phonics assessments/spelling inventories
4. Classroom discussion
5. Student writing samples
6. Conferencing notes
7. Feedback during reading partnerships
8. Formal and Informal Assessments

# English Language Arts Instructional Resources

1. myView workbook
2. Reader's Workshop
3. Writer's Workshop
4. IXL
5. iReady
6. Orton-Gillingham Morphology
7. Leveled Readers
8. Trade Books
9. Kahoot
10. Google Classroom

# **English Language Arts NJDOE Resource Links**

[Click Here for 2023 ELA Standards](#)

# Mathematics

## Course Description

This 5th grade course is constructed to focus on three critical areas:

(1) developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Curriculum aspires to develop deep- and transfer- level understanding and connections between and among concepts and their real world applications. Our emphasis on the importance of clarifying misconceptions and learning from mistakes develops perseverance using the CPA model (concrete, pictorial, and abstract).

# Mathematics

## Course Proficiencies

The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Write, interpret, and evaluate numerical expressions and equations through symbolic representations and order of operations (NJSL 5.OA.1).

2. Analyze patterns and relationships through phrases to solve for a missing value (NJSL 5.OA.1, 5.OA.2).

3. Understand the whole number and decimal place values systems by recognizing the relationships between place values (NJSL 5.NBT.1, NJSL 5.NBT.2).

4. Analyze the differences and similarities between values and place values (NJSL 5.NBT.2, NJSL 5.NBT.3a&b, NJSL 5.NBT.4).

5. Perform addition, subtraction, multiplication and addition with multi-digit whole numbers and with decimals to thousandths through algorithms and concrete models. Analyze reasonableness of solutions (NJSL 5.NBT.5, NJSL 5.NBT.6, NJSL 5.NBT.7).

6. Analyze and use a variety of strategies to add and subtract fractions. Problem solve through algorithms and concrete models (NJSL 5.NF.1, NJSL 5.NF.2).

7. Interpret the values of fractions as division and how to use that information to multiply and divide fractions when problem solving (NJSL 5.NF.3, NJSL 5.NF.4a&b).

8. Understand the values of products and quotients of fractions through size and comparison to one whole (NJSL 5.NF.5a&b).

9. Problem solve and interpret products and quotients using fractions and mixed numbers in real world problems (NJSL 5.NF.B).

10. Represent and interpret data on line plots through whole numbers, decimals, and fractions (NJSL 5.DL.B.5).

11. Recognize attributes of solid figures to develop algorithms for volume and relate volume to the operations of multiplication and addition. Recognize volume as additive and solve real life problems (NJSL 5.M.B.2).

12. Graph points on the coordinate plane to solve real-world and mathematical problems. Interpret their locations through the components of the coordinate plane (NJSIS 5.G.A.1, NJSL 5.G.A.2).

13. Classify two and three dimensional figures into categories based on their properties. Understand the similarities and differences of their attributes in order to create subcategories. Classify two dimensional figures in a hierarchy based on properties (NJSL 5.G.B).

14. Understand how different visualization can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns. Develop strategies to collect, organize, and represent data of various types and from various sources. Communicate results digitally through a data visual (5.DL.A.1 5.DL.A.2)

15. Collect and clean data to be analyzable and use appropriate visualizations to analyze data across samples. (5.DL.A.3, 5.DL.A.4)

16. Learn and apply key literacies surrounding technology and information media literacy, including innovation, creativity, critical thinking and problem solving while gaining a global/cultural awareness (NJSL 9.4).

17. Develop and apply computational and design thinking to address real-world problems and design creative solutions (NJSL 8.1 and 8.2).

# Mathematics Assessments

1. Savvas Benchmark and Unit Tests
2. Classroom participation
3. Teacher observation and anecdotal notes
4. Individual and group activities
5. Performance-based assessments
6. Independent Work Samples
7. Formal and informal assessments

# Mathematics Instructional Resources

1. enVision workbook
2. Conquer Math
3. IXL
4. iReady
5. Prodigy
6. Xtra Math
7. Kahoot
8. Math Games

# **Mathematics**

## **NJDOE Resource Links**

[Click Here for 2023 Math Standards](#)

# Science

## Course Description

This fifth grade science course is designed to include a study of structure and properties of matter, energy transfer in organisms and ecosystems, and earth and space systems. The course is organized by units that integrate technology, engineering, and mathematics to develop an understanding of scientific practices and natural phenomena. In addition to establishing a conceptual understanding, this course emphasizes application of the inquiry process that is founded on real-world experiences and observations. This course requires students to utilize models, engage in investigations, analyze and interpret data, and support scientific claims with evidence.

## Science & Engineering Practices

- ★ Asking Questions and Defining Problems
- ★ Planning and Carrying Out Investigations
- ★ Analyzing & Interpreting Data
- ★ Developing and Using Models
- ★ Constructing Explanations and Designing Solutions
- ★ Engaging in Argument From Evidence
- ★ Using Mathematics and Computational Thinking
- ★ Obtaining, Evaluating, and Communicating Information

# Science

## Course Proficiencies:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Develop a model to describe that matter is made of particles too small to be seen. (NJSL 5-PS1-1).

2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved (NJSL 5-PS1-2).

3. Make observations and measurements to identify materials based on their properties. (NJSL 5-PS1-3).

4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances (NJSL 5-PS1-4).

5. Support an argument that plants get the materials they need for growth chiefly from air and water (NJSL 5-LS1-1).

6. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment (NJSL 5-LS2-1).

7. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun (NJSL 5-PS3-1).

8. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact (NJSL 5-ESS2-1).

9. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth (NJSL 5-ESS2-2).

10. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues. (NJSL 5-ESS3-1).

11. Support an argument that the gravitational force exerted by Earth on objects is directed down (NJSL 5-PS2-1).

12. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth (NJSL 5-ESS1-1).

13. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky (NJSL 5-ESS1-2).

14. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost (NJSL 3-5-ETS1-1).

15. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (NJSL 3-5-ETS1-2).

16. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved (NJSL 3-5-ETS1-3).

17. Learn and apply key literacies surrounding technology and information media literacy, including innovation, creativity, critical thinking and problem solving while gaining a global/cultural awareness (NJSL 9.4).

18. Develop and apply computational and design thinking to address real-world problems and design creative solutions (NJSL 8.1 and 8.2).

# Science Assessments

1. Teacher observations and anecdotal notes
2. Classroom discussion
3. Participation in general classroom assignments
4. Tests and quizzes
5. Individual and group projects
6. Research based assessments
7. Performance-based assessments
8. Models
9. Graphs and measurements
10. Lab reports

# Science Instructional Resources

1. Elevate Science workbook
2. Scholastic Readers
3. Science Spin
4. Science Weekly
5. Hands-on Activities/Explorations
6. IXL
7. Brainpop

# **Science**

## **NJDOE Resource Links**

[Click Here for Science Standards](#)

# Social Studies

## Course Description

All units will integrate the following 2020 Social Studies Disciplinary Concepts: Civics, Government, and Human Rights; Geography, People and the Environment; Economics, Innovation, and Technology; and History, Culture, and Perspectives. In conjunction with this content knowledge, students will learn to develop the Social Studies Practices of Developing Questions and Planning Inquiry, Gathering and Evaluating Resources, Seeking Diverse Perspectives, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions, and Taking Informed Actions.

### Social Studies Practices

- ★ Developing Questions and Planning Inquiry
- ★ Gathering and Evaluating Sources
- ★ Seeking Diverse Perspectives
- ★ Developing Claims and Using Evidence
- ★ Presenting Arguments and Explanations
- ★ Engaging in Civil Discourse and Critiquing Conclusions
- ★ Taking Informed Action

# Social Studies

## Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Compare and contrast the land, populations, and resources of different areas of the United States and other countries (6.1.5.GeoSV.2;6.1.5.GeoSV.4 ).
2. Explain (using multiple sources) how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities (6.1.5.EconNM.2).
3. Explain why it is important to understand a person’s point of view, and how it can help them work together better (6.1.2.HistoryUP.3).
4. Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had (6.1.5.HistorySE.1)
5. Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture (6.1.5.HistoryUP.3).
6. Describe why it is important to understand the perspectives of other cultures in an interconnected world (6.1.5.HistoryUP.7).

7. Define citizenship and how a person can help make a difference in their world (6.1.2.CivicsCM.1).
8. Identify examples of what people can do to work together to solve problems) (6.1.2.CivicsCM.2).
9. Explain how people can make sure that all members of a community feel seen and heard (6.1.2.CivicsCM.3).
10. Define equality, fairness, and respect and how they are important in a community (6.1.2.CivicsDP.2).
11. Communicate with another person by asking questions, listening to the ideas of others, and sharing opinions (6.1.2.CivicsPD.1).
12. Define climate change and the impact it can have on our community (6.3.2.GeoGI.2).

# Social Studies Assessments

1. Unit Tests
2. Group Projects
3. Multimedia Presentations
4. Interpretations of Data
5. Classroom Discussion and Participation
6. Teacher Observation and Anecdotal Notes

# Social Studies Instructional Resources

1. Studies Weekly
2. IXL
3. Brainpop

# **Social Studies NJDOE Resource Links**

[Click Here for Social Studies Standards](#)