Fifth Grade English Language Arts Standards

Strand: Reading Standards for Literature **Grade Level: 5**

Substrands & Standards

Key Ideas and Details
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Strand: Reading Standards for Informational Text **Grade Level: 5**

Substrands & Standards

Key Ideas and Details
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure
4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (See grade 5 Language standards 4-6 on page 15 for additional expectations.)
5. 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.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Strand: Reading Standards: Foundational Skills **Grade Level: 5**

Substrands & Standards

Print Concepts
1. n/a

Phonological Awareness
2. n/a

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
a. 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.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose find understanding.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fifth Grade English Language Arts Standards

Strand: Writing Standards Grade Level: 5

Substrands & Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Strand: Speaking and Listening Standards Grade Level: 5

Substrands & Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

Fifth Grade English Language Arts Standards

Presentation of Knowledge and Ideas
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., *consequently* and *therefore*), and provides a concluding statement related to the speaker's position.
b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Strand: Language Standards **Grade Level:** 5

Substrands & Standards

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.
e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation to separate items in a series.
b. Use a comma to separate an introductory element from the rest of the sentence.
c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
d. Use underlining, quotation marks, or italics to indicate titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices *in all content areas*.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figurative language, including similes and metaphors, in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Fifth Grade Math Standards

Operations and Algebraic Thinking   5.OA

Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x {8 + 7}. Recognize that 3 x {18932 + 921} is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*
   - 2.1 Express a whole number in the range 2-50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as 2x2x2x3. CA

Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten   5.NBT

Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
   a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
   b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations -Fractions   5.NF

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

1. Add and subtract fractions with unlike denominators (including mixed numbers} by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator *(a/b= a 7 b)*. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50- pound sack*

of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

    a. Interpret the product *(a/b)* x *q* as *a* parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* x *q* 7 *b*. *For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.)*

    b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5. Interpret multiplication as scaling (resizing), by:

    a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

    b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case);explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying *a/b* by 1.

6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

    a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

    For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) x 4 = 1/3.

    b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 x (1/5) = 4.

    c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

Measurements and Data   5.MD

Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 em to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4,1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

    a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

    b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

4. Measure volumes by counting unit cubes, using cubic em, cubic in, cubic ft., and improvised units.

5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

    a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to

represent the associative property of multiplication.

b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares hove four right angles.*

4. Classify two-dimensional figures in a hierarchy based on properties.

Fifth Grade English Language Development Standards

	Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways			
Texts and Discourse in Context		**English Language Development Level Continuum**		
Part I, strands 1–8		**Emerging**	**Expanding**	**Bridging**

Texts and Discourse in Context		**Emerging**	**Expanding**	**Bridging**
Part I, strands 1–8 **Corresponding Common Core State Standards for English Language Arts:** 1. SL.4.1,6; L.4.1,3,6 2. W.4.6; L.4.1,3,6 3. SL.4.1,6; L.4.1,3,6 4. W.4.4-5; SL.4.1,6; L.4.1,3,6 5. SL.4.1-3; L.4.3 6. RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6 7. RL.4.3-4,6; RI.4.2,6,8; SL.4.3; L.4.3-6 8. RL.4.4-5; RI.4.4-5; SL.4.3; L.4.3-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include:** **Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**A. Collaborative**	***1. Exchanging information/ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor. ***4. Adapting language choices*** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support. ***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support. ***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support. b) Use knowledge of frequently-used affixes (e.g., *un-*, *mis-*) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. ***7. Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support. ***8. Analyzing language choices*** Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as *whined* versus *said*).	***1. Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc. ***4. Adapting language choices*** Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support. ***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support. ***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support. b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics. ***7. Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support. ***8. Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing a character as *smart* versus *an expert*) and figurative language (e.g., *as big as a whale*) produce shades of meaning and different effects on the audience.	***1. Exchanging information/ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. ***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. ***3. Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc. ***4. Adapting language choices*** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support. ***5. Listening actively*** Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support. ***6. Reading/viewing closely*** a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support. b) Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple- meaning words on familiar and new topics. ***7. Evaluating language choices*** Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence) with prompting and light support. ***8. Analyzing language choices*** Distinguish how different words with related meanings (e.g., *fun* versus *entertaining* versus *thrilling*, *possibly* versus *certainly*) and figurative language produce shades of meaning and different effects on the audience.

Fifth Grade English Language Development Standards

Texts and Discourse in Context		English Language Development Level Continuum		
		Emerging	**Expanding**	**Bridging**
Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts 9.　SL.4.4-6; L.4.1,3,6 10.　W.4.1-10; L.4.1-3,6 11.　W.4.1,4,9-10; SL.4.4,6; L.4.1-3,6 12.　W.4.4-5; SL.4.4,6; L.4.1,3,5-6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include: Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	**B. Productive**	**9. Presenting** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with substantial support. **10. Writing** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **11. Supporting opinions** a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support. b) Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*). **12. Selecting language resources** a) Use a select number of general academic and domain-specific words to create precision while speaking and writing. b) Select a few frequently used affixes for accuracy and precision (e.g., She walk*s*, I'm *un*happy.).	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with moderate support. **10. Writing** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **11. Supporting opinions** a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support. b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*). **12. Selecting language resources** a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He like*s* . . . , I'm *un*happy.).	**9. Presenting** Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with light support. **10. Writing** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). **11. Supporting opinions** a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support. b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion* . . .). **12. Selecting language resources** a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*.).

Fifth Grade English Language Development Standards

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum		
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 1. RL.4.5; RI.4.5; W.4.1-5; SL.4.4 2. RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include: Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many	**Emerging** ***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts. ***2. Understanding cohesion*** a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *first, yesterday*) to comprehending texts and writing basic texts.	**Expanding** ***1. Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion. ***2. Understanding cohesion*** a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *since, next, for example*) to comprehending texts and writing texts with increasing cohesion.	**Bridging** ***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. ***2. Understanding cohesion*** a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *for instance, in addition, at the end*) to comprehending texts and writing cohesive texts.

A. Structuring Cohesive Texts

Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum		
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 3. W.4.5; SL.4.6; L.4.1,3,6 4. W.4.5; SL.4.6; L.4.1,3,6 5. W.4.5; SL.4.4,6; L.4.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include: Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many	**Emerging** ***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics. ***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. ***5. Modifying to add details*** Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked *to the soccer field*.).	**Expanding** ***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics. ***4. Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. ***5. Modifying to add details*** Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked *quietly*. They ran *across the soccer field*.). .).	**Bridging** ***3. Using verbs and verb phrases*** Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics. ***4. Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc. ***5. Modifying to add details*** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes (e.g., They worked *quietly all night in their room*.).

B. Expanding & Enriching Ideas

Fifth Grade English Language Development Standards

Texts and Discourse in Context		English Language Development Level Continuum		
		Emerging	Expanding	Bridging
Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts: 6. W.4.1-3,5; SL.4.4,6; L.4.1,3,6 7. W.4.1-3,5; SL.4.4,6; L.4.1,3,6 **Purposes for using language include:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc. **Text types include: Informational text types include:** description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc. **Literary text types include:** stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc. **Audiences include:** Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)	C. Connecting & Condensing Ideas	**6. Connecting ideas** Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*). **7. Condensing ideas** Condense clauses in simple ways (e.g., through simple embedded clauses as in, The woman is a doctor. She helps children. → The woman is a doctor *who helps children.*) to create precise and detailed sentences.	**6. Connecting ideas** Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example. to express cause/effect (e.g., *The deer ran because the mountain lion came.*) or to make a concession (e.g., She studied all night *even though* she wasn't feeling well.). **7. Condensing ideas** Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, The dog ate quickly. The dog choked. → The dog ate so quickly *that it choked.*) to create precise and detailed sentences.	**6. Connecting ideas** Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away.*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*). **7. Condensing ideas** Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. → The Gold Rush *that began in the 1850s* brought a lot of people to California.) to create precise and detailed sentences.

Foundational Literacy Skills:	See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:
Literacy in an Alphabetic Writing System • Print concepts • Phonological awareness • Phonics & word recognition • Fluency	• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Fifth Grade History/Social Studies Standards

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. 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.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and folklore traditions.
3. Explain their varied economies and systems of government.

➢ **Web Links**
   o **http://www.carnegiemuseums.org/cmnh/exhibits/north-south-east-west/**
     Explore Indian cultures from four different areas of the US
   o **http://www.desertusa.com/ind1/du_peo_past.html**
     Desert Peoples of the American Southwest; includes explorers
   o **http://www.unitedstreaming.com**
     • Native Americans: People of the Desert (15 Video segments)
     • Native Americans: The First Peoples

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

1. Describe the entrepreneurial characteristics of early explorers including Christopher Columbus and Francisco Vásquez de Coronado and the technological developments that made sea exploration by latitude and longitude possible such as the compass, sextant, astrolabe, seaworthy ships, chronometers and gunpowder.
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world.
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

➢ **Web Links**
   o **http://www.iq.poquoson.org/studysubjectareasocialstudies.html**
     Interactive quizzes grades 3-8, this site originated from a different state. Please look through grade levels for materials. Explorers were found in 3rd and 5th grade – Civil war was in 4th and 5th.
   o **http://www.pbs.org/opb/conquistadors/about/about.htm**
     On line learning adventure about the Conquistadors
   o **http://www.historyplace.com/unitedstates/**
     Explorations prior to 1700 to current times
   o **http://www.historychannel.com/conquest/**
     Exploration and conquest of North America
   o **http://www.unitedstreaming.com**
     • Exploring the World: Christopher Columbus and the New World
     • Exploring the World: Ferdinand Magellan and the First Voyage Around the World
     • New World Encountered, The
     • United States Expansionism
     • Challenging Geography: Explorers Discover America (12 video segments)
     • Early Explorers: The Age of Discovery
     • Age of Discovery (1400-1550)

- The New World Encountered

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

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s in areas such as agriculture, the fur trade, military alliances, treaties and cultural interchanges.
3. Examine the conflicts before the Revolutionary War.
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation.
5. Describe conflicts between groups of Indians, including the competing claims for control of lands.
6. Explain the influence and achievements of significant leaders of the time.

➢ **Web Links**
- o **http://www.1704.deerfield.history.museum/**
  Raid on Deerfield 1704 – Tells story about American Indian and Colonial America relationships
- o **http://www.unitedstreaming.com**
  - How the West is Fun: Explorers (9 video segments)
  - The Early Colonists (13 video segments)
  - Living History: Living at Plymouth Colony (8 video segments)
  - Exploring the World: The English Come to America: Jamestown and Plymouth
  - Native America: Conflict
  - Native Americans: People of the Desert (15 Video segments)
  - Native Americans: The First Peoples

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

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding.
3. Describe the religious aspects of the earliest colonies.
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
6. Describe the introduction of slavery into America, the responses of slave families to their -condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

➢ **Web Links**
- o **http://www.animatedatlas.com/movie2.html**
  Growth of a nation 1789 to 2000 - 10 minute movie
- o **http://www.history.org/Almanack/life/life.cfm**
  Colonial life in 18th Century Williamsburg, includes the African American experience
- o **http://www.hfmgv.org/education/smartfun/colonial/intro/map.html**
  Colonial family and community
- o **http://www.pbs.org/wgbh/aia/home.html**
  1450-1865 – America's journey through slavery
- o **http://www.unitedstreaming.com**
  - The Early Colonists (13 video segments)
  - Living History: Living at Plymouth Colony (8 video segments)
  - Diversity of Colonial Communities (1700-1750) (14 video segments)

- Living History: Living in Spanish Colonial America   (8 video segments)

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution.
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period including King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin and John Adams.

➢ Web Links
   o **http://www.multied.com/bio/RevoltBIOS/INDEX.html**
     Biographies of 120 men and women from the American revolution
   o **http://www.mrnussbaum.com/amflash.htm**
     Interactive site on the Revolutionary War, also has a Lewis and Clark section
   o **http://www.opencourtresources.com**
     Grade 5 – Making a New Nation – Taxation without Representation Role Play/ Students paid in m&m's. Same site has numerous PowerPoint presentations- We, the people, We're Writing the Constitution, and Web quests
   o **http://www.unitedstreaming.com**
     - Making the Thirteen Colonies: New England Colonies
     - American Revolution: From Colonies to Constitution; the Road to Revolution 1763-1775 (12 video segments)
     - United States Expansion   (14 video segments)
     - Countdown to Independence: Causes of the American Revolution   (14 video segments)

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

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.
3. Identify the different roles women played during the Revolution.
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress including the sale of western lands and the Northwest Ordinance of 1787 and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

➢ Web Links
   o **http://www.pbs.org/ktca/liberty/**
     Bring American Revolution Alive – Events leading to and following the Revolution
   o **http://www.kidport.com/RefLib/UsaHistory/AmericanRevolution/AmerRevolution.htm#Timeline**
     Timeline of the Revolution with links to more information on key events
   o **http://www.americanrevwar.homestead.com/files/Index2.htm**
     American Revolution homepage – Great information and graphics
   o **http://teacher.scholastic.com/activities/our_america/revolutionary_war/index.htm**
     Scholastic links – includes reading diary excerpts, writing journal entries, informational pages, timeline
   o **http://www.opencourtresources.com/**
     Grade 5 –Civil War – PowerPoint presentation on the Civil War

- o http://www.unitedstreaming.com
  - United States Expansion   (14 video segments)
  - American Revolution, The Rebellion and Preparing to Fight   (8 video segments)
  - American Revolution: From Colonies to Constitution; the Road to Revolution 1763-1775
  - American Revolution, The: From Colonies to Constitution: The War for Independence
  - American Revolution, The: Declaration of Independence and the War

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.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals.

➢ **Web Links**
  - o **http://www.constitutioncenter.org/explore/BasicGoverningPrinciples/index.shtml**
    Makes Constitution easy to understand
  - o **http://www.school-house-rock.com/Prea.html**
    School House Rock – Preamble song and lyrics, also links with No More Kings song
  - o **http://www.unitedstreaming.com**
    - Nation in Crisis (Revised),
    - American History: The Birth of a Nation: The Living Constitution (Revised)
    - America's Early Years, 1789-1816: An American Nation Begins, 1789-1792
    - TLC Elementary School: We the People (5 video segments)
    - This Is Our Country
    - America the Beautiful
    - America At Its Best: What It Means To Be An American Citizen
    - America at Its Best: The American Government   (8 video segments)

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.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features.
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase.
4. Discuss the experiences of settlers on the overland trails to the West
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

➢ **Web Links**
  - o **http://www.mrnussbaum.com/amflash.htm**
    Interactive site on the Revolutionary War, also has a Lewis and Clark section
  - o **http://www.lewisandclark.com**
  - o **http://www.lewis-clark.org/**
  - o **http://www.museum.state.il.us/exhibits/athome/welcome.html**

Interactive site on people in the Prairies from 1800-1850
- o **http://www.opencourtresources.com/**
  Grade 5 – New Frontier/Going West – PowerPoint Presentation on the Cattle Industry
- o **http://www.unitedstreaming.com**
  - Lewis and Clark: Tools of Survival
  - Pioneer Spirit: Wagon Trails and the Oregon Trail
  - United States Expansionism
  - Oregon Trail, The
  - Mexican War, The
  - America's Era of Expansion and Reform, 1817-1860
  - America's Early Years, 1789-1816

5.9 Students know the location of the current 50 states and the names of their capitals.
➢ **Web Links**
- o **http://www.sheppardsoftware.com/web_games.htm**
  Teacher able to change level of game
- o **http://www.scottbryce.com/us_geo/index2.htm**
  Interactive site on states and capitals
- o **http://www.quia.com/jg/65799.html**
  Games to memorize capitals
- o **http://www.unitedstreaming.com**
  - This Is Our Country

Fifth Grade Science Standards

PHYSICAL SCIENCES

1. **Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:**
   a. *Students know* that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
   b. *Students know* all matter is made of atoms, which may combine to form molecules.
   c. *Students know* metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
   d. *Students know* that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
   e. *Students know* scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
   f. *Students know* differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
   g. *Students know* properties of solid, liquid, and gaseous substances, such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).
   h. *Students know* living organisms and most materials are composed of just a few elements.
   i. *Students know* the common properties of salts, such as sodium chloride (NaCl).
   ➤ **Web Links**
      o **http://www.quia.com/pages/hostettersciencecs.html**
        Links to awesome information, games, and PowerPoint projects. Science activities for scientific progress. Subjects – atoms, matter, molecules, living systems of plants and animals, cells, solar system, force, motion energy, light, water, ocean. Space, moon, seasons, and plants.
      o **http://education.jlab.org/atomtour/**
        All About Atoms
      o **http://www.nyu.edu/pages/mathmol/textbook/elem_home1.html**
        MathMol – Hypermedia text book on water, matter and energy, atoms and   molecules
      o **http://www.chem4kids.com**
        Matter, elements, atoms, and periodic table
      o **http://www.unitedstreaming.com**
        • Changes in the Properties of Matter: Physical and Chemical
        • Learning About Solids, Liquids and Gases (Second Edition)
        • Matter and Its Properties: What Makes Up Matter?
        • Common Properties of Matter: Atoms, Elements, and States
        • Changes in the Properties of Matter: Physical and Chemical
        • TEAMS: Chemistry 1: Observing Matter & Changes
        • There are 8 TEAMS chemistry lessons under this category.
        • Physical Science Series: Atomic Structure and the Periodic Table
        • Solids, Liquids, and Gases

LIFE SCIENCES

2. **Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:**
   a. *Students know* many multicellular organisms have specialized structures to sup-port the transport of materials.
   b. *Students know* how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO_2) and oxygen (O_2) are exchanged in the lungs and tissues.
   c. *Students know* the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
   d. *Students know* the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
   e. *Students know* how sugar, water, and minerals are transported in a vascular plant.
   f. *Students know* plants use carbon dioxide and energy from sunlight to build molecules of sugar and release oxygen.

g. *Students know* plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO_2) and water (respiration).

➤ **Web Links**
  o **http://www.quia.com/pages/hostettersciencecs.html**
    Links to awesome information, games, and PowerPoint projects.
  o **http://www.odysseymagazine.com**
    Adventures in science, latest news, virtual classroom links to web cams for animals, weather, and space
  o **http://yucky.kids.discovery.com/flash/body/index.html**
    Discovery Kids –Your Gross and Cool Body / Cardiovascular, digestive, and respiratory systems. Be aware there are links about burps, farts, and pimples – in case your class would get too silly.
  o **http://www.biology4kids.com**
    Plant structure and function, animal systems – respiratory, digestive, excretory
  o **http://www.unitedstreaming.com**
    • Animal Profiles: Cheetahs
    • African Apes and How They Live (Intermediate Version)
    • Breath of Life: Our Respiratory System
    • Real World Science: Respiratory and Circulatory Systems
    • Food Into Fuel: Our Digestive System
    • Biology: The Science of Life: The World of Plants
    • Photosynthesis
    • Real World Science: Seeds and Plant

EARTH SCIENCES

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
  a. *Students know* most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
  b. *Students know* when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
  c. *Students know* water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
  d. *Students know* that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
  e. *Students know* the origin of the water used by their local communities.

➤ **Web Links**
  o **http://www.quia.com/pages/hostettersciencecs.html**
    Links to awesome information, games, and PowerPoint projects.
  o **http://interactive2.usgs.gov/learningweb/explorer/topic_water.htm**
    Use and sources of water
  o **http://www.unitedstreaming.com**
    • Oceans Alive: Introduction to Ocean Life
    • Oceans Alive: Water, Water, Everywhere?
    • Our Wondrous Oceans: Planet Water
    • Water Smart: Water on Earth
    • Cycle Series, The: The Water Cycle
    • Enviro-Tacklebox: Module 1: Science in Personal and Social Perspective: Water: From the Earth for You
    • Learning About Water (Second Edition)

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
  a. *Students know* uneven heating of Earth causes air movements.
  b. *Students know* the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
  c. *Students know* the causes and effects of different types of severe weather.
  d. *Students know* how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.

e. *Students know* that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

➢ **Web Links**
- o **http://geography4kids.com**
  Weather, NASA videos of storms, warming of the earth, forecasting weather
- o **http://www.weatherwizkids.com/index.htm**
  Good site – Easy to Understand
- o **http://www.brainpop.com/science/naturalhazards/naturaldisasters/**
  Brain Pop movie and quiz – Natural Disasters
- o **http://www.brainpop.com/science/weatherandclimate/hurricanes/**
  Brain Pop movie and quiz - Hurricanes
- o **http://www.brainpop.com/science/weatherandclimate/humidity/**
  Brain Pop Movie and quiz- Humidity
- o **http://www.unitedstreaming.com**
  - Heat, Temperature, and Energy
  - Learning About Solar Energy (Second Edition)
  - Our Amazing Sun
  - Exploring Weather: Severe Weather
  - Geography Basics: Climate, Water, and Living Patterns
  - Hands-On Weather I: Weather Experiments
  - Rain or Shine: Understanding the Weather
  - Exploring Weather: The Atmosphere in Motion
  - Technology At Work, Part One
  - Computerized weather forecasting, internet
  - Biology: The Science of Life: Ecosystems: The Role of Abiotic Factors
  - Five abiotic factors are examined: water, air, soil, heat, and light

5. **The solar system consists of planets and other bodies that orbit the Sun in predict-able paths. As a basis for understanding this concept:**
   a. *Students know* the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
   b. *Students know* the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
   c. *Students know* the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

➢ **Web Links**
- o **http://www.quia.com/pages/hostettersciencecs.html**
  Links to awesome information, games, and PowerPoint projects.
- o **http://ology.amnh.org/astronomy/index.htm**
  Astronomy - click on red * to get informative pop ups – interactive site
- o **http://jove.geol.niu.edu/faculty/stoddard/planetarium.html**
  Virtual planetarium
- o **http://www.opencourtresources.com/**
  Grade 5 –Astronomy – Three PowerPoint presentations on astronomy/Galileo, the planets
- o **http://www.brainpop.com/science/space/mars/**
  Brain Pop movie and quiz – Mars
- o **http://www.unitedstreaming.com**
  - Astronomy: Facts & Fun
  - Exploring Our Solar System
  - Spin Around the Solar System, A: How the Solar System Work
  - Spin Around the Solar System, A: Our Rocky Neighbors: The Inner Planets
  - Spin Around the Solar System, A: The Outer Planets: The Gas Giants
  - Spin Around the Solar System, A: The Sun: Our Star Attraction
  - Comets

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. Students will:

a. Classify objects such as rocks, plants, leaves in accordance with appropriate criteria.

b. Develop a testable question.

c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

d. Identify the dependent and controlled variables in an investigation.

e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.

f. Select appropriate tools including thermometers, meter sticks, balances, and graduated cylinders and make quantitative observations.

g. Record data by using appropriate graphic representations including charts, graphs, and labeled diagrams and make inferences based on those data.

h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

➤ **Web Links**
   o **http://www.quia.com/pages/hostettersciencecs.html**
     Links to awesome information, games, and PowerPoint projects.
   o **http://www.biology4kids.com**
     Explains scientific method
   o **http://www.liverpool.k12.ny.us/standards/lstandards/curriculum/sci/g6sci_new/gr6scimethod.htm**
     Ideas for studying the scientific process. Site says 6th grade but it is appropriate for 5th graders.
   o **http://www.unitedstreaming.com**
     • Animal Life Series, The: How We Classify Animals
     • Scientific Method and Measurement
     • How Scientists Work: What is the Scientific Method?
     • Be an Inventor
     • How Scientists Work: What is Scientific Inquiry?
     • Everyday Science: Discovering the Scientific Method

Fifth Grade Health Standards

Nutrition and Physical Activity

Standard 1: Essential Concepts

1.1.N Describe the food groups, including recommended portions to eat from each food group.

1.2.N Identify key components of the "Nutrition Facts" labels.

1.3.N Explain the relationship between the intake of nutrients and metabolism.

1.4.N Explain why some food groups have a greater number of recommended portions than other food groups.

1.5.N Describe safe food handling and preparation practices.

1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.

1.7.N Explain the concept of eating in moderation.

1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.

1.9.N Explain how good health is influenced by healthy eating and being physically active.

1.10.N Describe how physical activity, rest, and sleep are related.

1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.

Standard 2: Analyzing Influences

2.1.N Describe internal and external influences that affect food choices and physical activity.

2.2.N Recognize that family and cultural influences affect food choices.

2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.

Standard 3: Accessing Valid Information

3.1.N Locate age-appropriate guidelines for eating and physical activity.

3.2.N Interpret information provided on food labels.

Standard 4: Interpersonal Communication

4.1.N Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.

Standard 5: Decision Making

5.1.N Use a decision-making process to identify healthy foods for meals and snacks.

5.2.N Use a decision-making process to determine activities that increase physical fitness.

5.3.N Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Standard 6: Goal Setting

6.1.N Monitor personal progress toward a nutritional goal.

6.2.N Monitor personal progress toward a physical activity goal.

Standard 7: Practicing Health-Enhancing Behaviors

7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.

7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.

7.3.N Demonstrate the ability to balance food intake and physical activity.

7.4.N Demonstrate the ability to assess personal physical activity levels.

Standard 8: Health Promotion

8.1.N Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.

1.2.G Explain the structure, function, and major parts of the human reproductive system.

1.3.G Identify the physical, social, and emotional changes that occur during puberty.

1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).

1.5.G Describe how HIV is and is not transmitted.

1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.

1.7.G Recognize that everyone has the right to establish personal boundaries.

1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.

1.9.G Explain that puberty and physical development can vary considerably and still be normal.

1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2: Analyzing Influences
2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.

2.2.G Describe how heredity influences growth and development.

2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Standard 3: Accessing Valid Information
3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.

3.2.G Differentiate between reliable and unreliable sources of information about puberty.

Standard 4: Interpersonal Communication
4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changesthat occur during puberty.

4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.

4.3.G Demonstrate refusal skills to protect personal boundaries.

Standard 5: Decision Making
5.1.G Describe the importance of identifying personal boundaries.

5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.

Standard 6: Goal Setting
6.1.G Identify steps to achieve and maintain a healthy and accurate body image.

6.2.G Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.G Engage in behaviors that promote healthy growth and development during puberty.

7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

Standard 8: Health Promotion
8.1G Skills for this content area are not identified until grades seven and eight.

Personal and Community Health
Standard 1: Essential Concepts
1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing).

1.2.P Explain how viruses and bacteria affect the immune system and impact health.

1.3.P Describe how environmental conditions affect personal health.

1.4.P Describe the personal hygiene needs associated with the onset of puberty.

1.5.P Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).

1.6.P Explain that all individuals have a responsibility to protect and preserve the environment.

Standard 2: Analyzing Influences
2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information
3.1.P Identify sources of valid information about personal health products and services.

3.2.P Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).

Standard 4: Interpersonal Communication
4.1.P Practice effective communication skills to seek help for health-related problems or emergencies.

Standard 5: Decision Making
5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.

5.2.P Use a decision-making process to determine when medical assistance is needed.

Standard 6: Goal Setting
6.1.P Monitor progress toward a goal to help protect the environment.

6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors
7.1.P Practice good personal and dental hygiene.

7.2.P Demonstrate personal responsibility for health habits.

7.3.P Practice strategies to protect against the harmful effects of the sun.

Standard 8: Health Promotion
8.1.P Encourage others to minimize pollution in the environment.

Fifth Grade Physical Education Standards

STANDARD 1
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management
    1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement
    1.2 Jump for height, using proper takeoff and landing form.
    1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills
    1.4 Enter, jump, and leave a long rope turned by others.
    1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.
    1.6 Throw and catch an object underhand and overhand while avoiding an opponent.
    1.7 Field a thrown ground ball.
    1.8 Punt a ball, dropped from the hands, at a target.
    1.9 Stop a kicked ball by trapping it with the foot while moving.
    1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.
    1.11 Hit a softly tossed ball backhanded with a paddle or racket.
    1.12 Strike a tossed ball, with different implements, from a side orientation.
    1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.
    1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.
    1.15 Dribble a ball and kick it toward a goal while being guarded.
    1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.
    1.17 Volley a tossed ball to an intended location.

Rhythmic Skills
    1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.
    1.19 Design and perform a routine to music that involves manipulation of an object.

STANDARD 2
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts
    2.1 Explain the importance of open space in playing sport-related games.
    2.2 Explain the differences in applying and receiving force when jumping for height and distance.

Body Management
    2.3 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills
    2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

Rhythmic Skills
    2.5 Design a routine to music, changing speed and direction while manipulating an object.

STANDARD 3
Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts
    3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.
    3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

Aerobic Capacity
    3.2 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

Muscular Strength/Endurance
    3.4 Perform an increasing number of oblique curl-ups on each side.
    3.5 Perform increasing numbers of triceps push-ups.

Flexibility
    3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

Body Composition

    3.7   Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Assessment

    3.8   Assess health-related physical fitness by using a scientifically based health-related fitness assessment.

    3.9   Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

STANDARD 4
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

    4.1   Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

    4.2   Explain why dehydration impairs temperature regulation and physical and mental performance.

    4.3   Develop and describe three short-term and three long-term fitness goals.

    4.4   Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.

    4.5   Explain the elements of warm-up and cool-down activities.

    4.6   Record water intake before, during, and after physical activity.

    4.7   Describe the principles of training and the application to each of the components of health-related physical fitness.

Aerobic Capacity

    4.8   Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.

    4.9   Determine the intensity of personal physical activity, using the concept of perceived exertion.

    4.10 Compare target heart rate and perceived exertion during physical activity.

    4.11 Measure and record the heart rate before, during, and after vigorous physical activity.

    4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance

    4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility

    4.14 Explain the benefits of stretching after warm-up activities.

Body Composition

    4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.

    4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

STANDARD 5
Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

    5.1   Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.

    5.2   Work toward a long-term physical activity goal and record data on one's progress.

    5.3   Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.

    5.4   Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

Social Interaction

    5.5   Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.

    5.6   Acknowledge orally the contributions and strengths of others.

Group Dynamics

    5.7   Accommodate individual differences in others' physical abilities in small-group activities.

    5.8   Appreciate physical games and activities reflecting diverse heritages.

Fifth Grade Visual And Performing Arts Standards

DANCE

1.0 ARTISTIC PERCEPTION

Development of Motor Skills and Technical Expertise

1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.

1.2 Name and use a wide variety of movements (e.g., isolations/whole body).

Comprehension and Analysis of Dance Elements

1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/ energy concepts.

1.4 Incorporate the principles of variety, contrast, and unity with dance studies.

Development of Dance Vocabulary

1.5 Use appropriate dance vocabulary to describe dances.

2.0 CREATIVE EXPRESSION

Creation/Invention of Dance Movement

2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.

2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.

Application of Choreographic Principles and Processes to Creating Dance

2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).

2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.

Communication of Meaning in Dance

2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.

Development of Partner and Group Skills

2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).

3.0 HISTORICAL AND CULTURAL CONTEXT

Development of Dance

3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.

History and Function of Dance

3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.

Diversity of Dance

3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.

4.0 AESTHETIC VALUING

Description, Analysis, and Criticism of Dance

4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.

4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).

Meaning and Impact of Dance

4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.

4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications Across Disciplines

5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).

5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).

5.3 Cite examples of the use of technology in the performing arts.

Development of Life Skills and Career Competencies

5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/ learners.

MUSIC

1.0 ARTISTIC PERCEPTION

Read and Notate Music

1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.

1.2 Read, write, and perform major and minor scales.

1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.

Listen to, Analyze, and Describe Music

1.4 Analyze the use of music elements in aural examples from various genres and cultures.

1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.

1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.

2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

Compose, Arrange, and Improvise

2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

3.2 Identify different or similar uses of musical elements in music from diverse cultures.

3.3 Sing and play music from diverse cultures and time periods.

3.4 Describe the influence of various cultures and historical events on musical forms and styles.

3.5 Describe the influences of various cultures on the music of the United States.

4.0 AESTHETIC VALUING

Analyze and Critically Assess

4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

Derive Meaning

4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

5.1 Explain the role of music in community events.

Careers and Career-Related Skills

5.2 Identify ways in which the music professions are similar to or different from one another.

THEATRE

1.0 ARTISTIC PERCEPTION

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as *sense memory, script, cue, monologue, dialogue, protagonist,* and *antagonist,* to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

2.0 CREATIVE EXPRESSION

Development of Theatrical Skills

2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.

2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Creation/Invention in Theatre

2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Cultural Significance of Theatre

3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.

3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

History of Theatre

3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.

3.4 Identify types of early American theatre, such as melodrama and musical theatre.

4.0 AESTHETIC VALUING

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Derivation of Meaning from Works of Theatre

4.2 Describe devices actors use to convey meaning or intent in commercials on television.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connections and Applications

5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.

Careers and Career-Related Skills

5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

VISUAL ARTS
1.0 ARTISTIC PERCEPTION
Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

Analyze Art Elements and Principles of Design

1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

2.0 CREATIVE EXPRESSION
Skills, Processes, Materials, and Tools

2.1 Use one-point perspective to create the illusion of space.

2.2 Create gesture and contour observational drawings.

2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Communication and Expression Through Original Works of Art

2.4 Create an expressive abstract composition based on real objects.

2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.

2.6 Use perspective in an original work of art to create a real or imaginary scene.

2.7 Communicate values, opinions, or personal insights through an original work of art.

3.0 HISTORICAL AND CULTURAL CONTEXT
Role and Development of the Visual Arts

3.1 Describe how local and national art galleries and museums contribute to the conservation of art.

3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.

Diversity of the Visual Arts

3.3 Identify and compare works of art from various regions of the United States.

3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

4.0 AESTHETIC VALUING
Derive Meaning

4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

4.3 Develop and use specific criteria as individuals and in groups to assess works of art.

4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connections and Applications

5.1 Use linear perspective to depict geometric objects in space.

Visual Literacy

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Careers and Career-Related Skills

5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

5th Grade
Technology Standards

	Level of Skills Definitions			
Observe		Observation of Teacher Modeling Skills		
Basic		Practicing Skills with Teacher's Guidance		
Intermediate		Practicing Skills with Minimal Teacher Support		
Proficient		Applying Skills Independently		
#	Category	Standard		Level of Skills
5.1	Ethics	Practice respectful and responsible use of technology by abiding by School Technology and Internet Use Policy.		NA
5.2	Ethics	Demonstrate an understanding of plagiarism and fair use. Copyright Laws of Material.		NA
5.3	Ethics	Evaluate and use several resources from a variety of information sources to validate accuracy of information.		NA
5.4	Ethics	Demonstrate an understanding of Internet Safety Procedures.		NA
5.5	Keyboarding Skills	Use correct technique for key striking and keying by touch.		Advanced
5.6	Keyboarding Skills	Enter data at a rate of 16-20 words per minute.		Advanced
5.7	Keyboarding Skills	Identify the location and function of the TAB key.		Advanced
5.8	Keyboarding Skills	Use both hands simultaneously on the keyboard.		Advanced
5.9	Keyboarding Skills	Use correct hand-finger, home row, and pairing of fingers.		Advanced
5.10	Keyboarding Skills	Use left hand on the left side of the keyboard.		Advanced
5.11	Keyboarding Skills	Use right hand on the right side of the keyboard.		Advanced
5.12	Keyboarding Skills	Use thumb on the spacebar.		Advanced
5.13	Keyboarding Skills	Locate, identify and use letter, number, and punctuation keys.		Advanced
5.14	Keyboarding Skills	Identify keys on the right and left side of the keyboard.		Advanced
5.15	Keyboarding Skills	Recognize that letters typed on the keyboard are lower case unless the Shift Key is used.		Advanced
5.16	Keyboarding Skills	Identify the location and function of these keys: Enter, Escape, Spacebar, Shift, Arrows, and Backspace.		Advanced
5.17	Keyboarding Skills	Identify and properly use the mouse.		Advanced

5th Grade
Technology Standards

Level of Skills Definitions	
Observe	*Observation of Teacher Modeling Skills*
Basic	*Practicing Skills with Teacher's Guidance*
Intermediate	*Practicing Skills with Minimal Teacher Support*
Proficient	*Applying Skills Independently*

#	Category	Standard	Level of Skills
5.18	Keyboarding Skills	Use correct posture.	Advanced
5.19	Keyboarding Skills	Use "single-click", "double-click", and "clock-and drag" functions of the mouse.	Advanced
5.20	Word Processing	Understand and use the cut, copy, and paste information.	Advanced
5.21	Word Processing	Use correct spacing between words.	Advanced
5.22	Word Processing	Use correct spacing following punctuation.	Advanced
5.23	Word Processing	Use Spellcheck.	Advanced
5.24	Word Processing	Use appropriate items on a menu bar "Print" and "Save".	Advanced
5.25	Word Processing	Change font, color, and size.	Advanced
5.26	Word Processing	Name and save a file.	Advanced
5.27	Word Processing	Add graphics to a composition.	Advanced
5.28	Word Processing	Insert Header/Footer, Paragraphing Tools, Adjusting alignment.	Intermediate
5.29	Database	Define the term "database" and provide examples from everyday life (Destiny, Telephone directories, etc.).	Intermediate
5.30	Database	Define terms related to databases, such as "record" field, and "search".	Intermediate
5.31	Database	Do simple searches of existing databases .	Intermediate
5.32	Spreadsheet	Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information.	Intermediate
5.33	Spreadsheet	Identify and explain terms and concepts related to spreadsheets (cell, column, row, values, chart, graphs).	Intermediate
5.34	Spreadsheet	Enter/Edit data in spreadsheets and perform calculations using simple formulas (+, -. *) observing the changes that occur.	Intermediate

5th Grade
Technology Standards

Level of Skills Definitions	
Observe	*Observation of Teacher Modeling Skills*
Basic	*Practicing Skills with Teacher's Guidance*
Intermediate	*Practicing Skills with Minimal Teacher Support*
Proficient	*Applying Skills Independently*

#	Category	Standard	Level of Skills
5.35	Multimedia	Create, Edit, and Format Text on a Slide.	Intermediate
5.36	Multimedia	Create a series of slides and organize them to present research or convey an idea.	Intermediate
5.37	Multimedia	Copy and paste or import graphics, change their size and position on the slide (use of transitions, etc.).	Intermediate
5.38	Internet Skills	Demonstrate the ability to use icons on toolbar to get to district standard sites: Accelerated Reader, etc.	Advanced
5.39	Internet Skills	Demonstrate the ability to use a search engine.	Intermediate

MATERIALS AND RESOURCES
Fifth Grade

READING/LANGUAGE ARTS

Benchmark Advance is the basic text for students. The following materials are used:

Teacher's Resources
Five Teacher's Resource System Books
Assessment Books
Intervention Resources
ELD Resources
Read-Aloud Handbook
Grammar, Spelling & Vocabulary Workbook
Daily Take-Home Activity Calendars

Small Group Leveled Texts
Units 1-10

Small Group Leveled Texts Teacher Support
Teacher's Guides & Text Evidence Question Cards
Units 1-10
Reader's Theater Handbook

Small Group Reader's Theater
Units 1-10

Texts for ELD
Student Book – Set of 10

Texts for Close Reading Consumable Student Book
Student Books (10 Units) – 1 per student
Teacher Set

Instructional Minutes:
Students will receive a minimum of 120 minutes of instruction in language arts per day.

WRITING

Write from the Beginning *and Beyond* | *Thinking Maps*® is the writing program for students.

The following materials are used:

Teacher Manuals:
* ❖ Thinking Maps: *A Language for Learning* - with 8 classroom posters
* ❖ Thinking Maps: Write from the Beginning and Beyond: *Expository/Informative*
* ❖ Thinking Maps: Write from the Beginning and Beyond: *Narrative*
* ❖ Thinking Maps: Write from the Beginning and Beyond: *Response to Literature*
* ❖ Thinking Maps: Write from the Beginning and Beyond: *Setting the Stage*

MATHEMATICS

Go Math! California Student Edition Multi-Volume Grade 5 is the basic text for students. The following materials are used:

Student Materials:
* ❖ California Student Edition Multi-Volume Grade 5
* ❖ Bilingual Mathboard Grade 5
* ❖ California Online Interactive Student Edition (includes Personal Math Trainer) Grade 5
* ❖ SBAC Test Prep Student Edition Grade 5
* ❖ California Downloadable Student Edition PDF Grade 5

Teacher Resource Materials:
* ❖ California Teacher Edition and Planning Guide Bundle Grade 5
* ❖ California Teacher Digital Management Center Grade5

* ❖ California Assessment Guide Blackline Masters Grade 5
* ❖ California Reteach Workbook Backline Masters Grade 5
* ❖ California Enrichment Workbook Blackline Masters Grade 5
* ❖ Strategic Intervention Teacher Guide Grade 5
* ❖ SBAC Test Prep Teacher Edition Grade 5
* ❖ Bilingual ExamView CD-ROM Grade 5
* ❖ Grab and Go Differentiated Centers Kit Grade 5
* ❖ Grab and Go Customized Manipulatives Kit Grade 5
* ❖ California Downloadable Teacher Resource Tool Grade 5

Instructional Minutes:
Student will receive a minimum of 60 minutes of instruction in mathematics per day.

TECHNOLOGY

Student Programs:
- ❖ Accelerated Reader
- ❖ Benchmark Advance
- ❖ Go Math!
- ❖ i-Ready
- ❖ MobyMax
- ❖ Typing Agent

HISTORY/SOCIAL SCIENCE

The United States: Making a New Nation (Harcourt School Publishers) is the basic text for students.

The following materials are used:

Teacher Editions:
The United States: Making a New Nation
California Homework & Practice Book
California Success for English Learners
Time for Kids Readers

One Per Student:
The United States: Making a New Nation
Homework and Practice Book
Student Edition CD-ROM
Student Edition e-book
Interactive Desk Map: California
Interactive Desk Map: U.S.
Interactive Desk Map: World
Graphic Organizers Write-On/Wipe-off Cards

Teacher Resource Materials:
California ePlanner with Teachers Edition
Interactive Atlas
California Audiotext Collection
California ELA Program Correlation Cards
Picture/Word Cards for Developing Academic Language
California Reading Support and Intervention Book
Social Studies in Action; Resources for the Classroom
Primary Source Collection, Intermediate
TimeLinks; Interactive Time Line package
Time for Kids Readers Collection (1 copy each of 18 titles)
California Assessment Program
Interactive Desk Map Transparencies: California
Interactive Desk Map Transparencies: U.S.
Interactive Desk Map Transparencies: World
California Vocabulary Power
Music CD Collection
All-In One Planner with Assessment CD-ROM
Online Assessment Quick Start Guide for Teachers

SCIENCE

California Science (Harcourt School Publishers) is the basic text for students. The following materials are used:

Teacher Editions:
California Science
Spotlight on Standards Reader

One Per Student:
California Science
Spotlight on Standards Reader
Student Edition e-Book

Teacher Resource Materials:
California ePlanner
California Student Edition Audiotext CD Collection
California Success for English Learners
California Assessment Guide
California Hands-On Resources
California Science Content Standards Vocabulary Cards

California Science Content Support, Student Edition

Teacher Resources Materials Continued:
California Science Content Support, Teacher's Edition
California Lab Manual, Student Edition
California Lab Manual, Teacher Edition
California Activity Video DVD
California Science Reading Intervention Strategies
California Science Content Readers, Teachers' Guide
California Science Content Readers Audiotext CD
6 copies each of Below-Level, On-Level and Above Level Readers
California All-in-One CD-ROM for Planning
California Electronic Visual Summary/Inquiry transparencies CD-ROM
California Student Edition on CD ROM

PHYSICAL EDUCATION

SPARK Grades 3 - 6 PE Teacher's Guide

Instructional Minutes:
Students will receive a minimum of 200 minutes of instruction in physical education every ten school days.