# FIFTH GRADE FIRST NINE WEEKS

## READING

### Acquisition of Vocabulary

**A 1**. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.

**A 2.** Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms, and homographs.

**E 6**. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.

### Reading Applications: Informational, Technical, and Persuasive Text

**A 1.** Analyze information found in maps, charts, tables, graphs, and diagrams.
**B 7.** Analyze the difference between fact and opinion.
**D 9.** Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

### Reading Applications: Literacy Text

**A 1.** Explain how a character's thoughts, words and actions reveal his or her motivations.

**A1.** Describe the thoughts, words, and interactions of characters. (from 4th grade)

**B 2.** Explain the influence of setting on the selection.

**D 4.** Identify the speaker and explain how point of view affects the text.

### Reading Process: Concepts of Print

**C 7.** Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

**D 8.** Monitor won comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.

**D 9.** List questions and search for answers within the text to construct meaning.

**D10.** Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

**D 11.** Independently read books for various purposes (e.g., for enjoyment, literary experience, to gain information or to perform a task.

## WRITING

### Writing Applications

**B 2.** Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.

**C 3.** Write letters that state the purpose make requests or give compliments and use business letter format.

**C 5.** Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.
**D 5.** Produce informal writings (e.g., journals, notes and poems) for various purposes.

### Research

**C 3.** Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers)

**D 5.** Define plagiarism and acknowledge sources of information.

**E 6.** Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

### Writing Conventions

**A 1.** Spell high-frequency words correctly.

**A 2.** Spell contractions correctly.

**A 3.** Spell roots, suffixes and prefixes correctly.

**B 4.** Use commas, end marks, apostrophes and quotation marks correctly.

**B 5.** Use correct capitalization.

**C 6.** Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).

**C 7.** Use prepositions and prepositional phrases.

**C 8.** Use adverbs.

**C 9.** Use objective and nominative case pronouns.

**C 10.** Use indefinite and relative pronouns.

**C 11.** Use conjunctions and interjections.

### Communication: Oral and Visual

**A 1.** Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact)

**A 2.** Interpret the main idea and draw conclusions from oral presentations and visual media

**B 3.** Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade)

**B 4.** Discuss how facts and opinions are used to shape the opinions of listeners and viewers.

**C 5.** Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

**C 6.** Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.

**C 7.** Adjust speaking content according to the needs of the situation, setting and audience.

**D E 8.** Deliver informational presentations (e.g., expository, research) that:

a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence

b. Support the main idea with relevant facts, details, examples, quotations, statistics, stories, and anecdotes;

c. Organize information including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast

### Communication Cont.

d. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology:

e. Draw from several sources and identify sources used.

**F 9.** Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

**F 10.** Deliver persuasive presentations that:

a. Establish a clear purpose

b. Include relevant evidence to support a position and to address potential concerns of listeners.

c. Follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution)

### Writing Processes

**A 1.** Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

**A 2.** Conduct background reading, interviews or surveys when appropriate.

**A 3.** State and develop a clear main idea for writing.

**B 4.** Determine a purpose and audience.

**C 5.** Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

**D 6.** Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.

### Writing Process Continued

**D 7.** Vary simple, compound and complex sentence structures

**D 8.** Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.

**D 9.** Vary language and style as appropriate to audience and purpose.

**D 10.** Use available technology to compose text.

**D 11.** Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).

**D 12.** Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

**D 13.** Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.

**E 14.** Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

**F 15.** Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

**G 16.** Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

**H 17.** Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

# FIFTH GRADE FIRST NINE WEEKS

## MATH

### Number, Number Sense and Operations

**A 6.** Represent and compare numbers less than 0 by extending the number line and using familiar applications; e.g., temperature, owing money.
**B 1.** Use models and visual representations to develop the concept of ratio as part-to-part and part-to-whole, and the concept of percent as part-to-whole.
**B 2.** Use various forms of "one" to demonstrate the equivalence of fractions;e.g., 18/24=9/12x2/2=3/4x6/6
**B 3.** Identify and generate equivalent forms of fractions, decimals and percent.
**H 11.** Explain how place value is related to addition and subtraction of decimals;e.g., 0.2+0.14; the two tenths is added to the one tenth because they are both tenths.
**I 4.** Round decimals to a given place value and round fractions (including mixed numbers) to the nearest half.
**I 13.** Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.

### Patterns, Functions and Algebra

**A 1.** Justify a general rule for a pattern or function by using physical materials, visual representations, words, tables or graphs.

### Data Analysis & Probability

**A 1.** Read, construct and interpret frequency tables, circle graphs and line graphs.

**D 3.** Read and interpret increasingly complex displays of data, such as double bar graphs.

**E 2.** Select and use a graph that is appropriate for the type of data to be displayed: e.g., numerical vs. categorical data, discrete vs. continuous data.

**E 4.** Determine appropriate data to be collected to answer questions posed by students or teach, collect and display data, and clearly communicate findings.

**F 6.** Determine and use the range, mean, median and mode, and explain what each does and does not indicate about the set of data.

## SOCIAL STUDIES

### Geography

**A 1.** Use coordinates of latitude and longitude to determine the absolute location of points in North America.

**A 2.** Use maps to identify the location of:

a. The three largest countries of North America;
b. The 50 states of the United States;
c. The Rocky and Appalachian mountain systems;
d. The Mississippi, Rio Grande and St. Lawrence rivers;
e. The Great Lakes

**B 3.** Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.

**B 4.** Explain how climate is influenced by:

a. Earth-sun relationships;
b. Landforms;
c. Vegetation

**B 5.** Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

**B 6.** Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:

a. Forests;
b. Fertile soil;
c. Oil;
d. Coal;
e. Running water

**B 7.** Analyze reasons for conflict and cooperation among regions of North America including:

a. Trade;
b. Environmental issues;
c. Immigration

**C 8.** Explain how the characteristics of different physical environments affect human activities in North America.

**C 9.** Analyze the positive and negative consequences of human changes to the physical environment including:

a. Great Lakes navigation;
b. Highway systems;
c. Irrigation;
d. Mining;
e. Introduction of new species.

**D 10.** Use or construct maps of colonization and exploration to explain European influence in North America.

### Social Studies Skills and Methods

**A 1.** Obtain information from a variety of print and electronic sources and analyze its reliability including:

a. Accuracy of facts;
b. Credentials of the source.

**A 2.** Locate information in a variety of sources using key words, related articles and cross-references.

**A 3.** Differentiate between primary and secondary sources.

**B 4.** Read information critically in order to identify:

a. The author;
b. The author's perspective;
c. The purpose.

**B 5.** Compare points of agreement and disagreement among sources.

**B 6.** Draw inferences from relevant information.

**B 7.** Organize key ideas by taking notes that paraphrase or summarize.

**C 8.** Communicate research findings using line graphs and tables.

**D 9.** Use a problem-solving/decision-making process which includes:

a. Identifying a problem;
b. Gathering information;
c. Listing and considering options;
d. Considering advantages and disadvantages of options;
e. Choosing and implementing a solution;
f. Developing criteria for judging its effectiveness;
g. Evaluation the effectiveness of the solution.

## SCIENCE

### Scientific Inquiry

**A 1.** Select and safely use the appropriate tools to collect data when conducting investigations and communicating findings to others (e.g., thermometers, timers, balances, spring scales, magnifiers, microscopes and other appropriate tools).

**B 2.** Evaluate observations and measurements made by other people and identify reasons for any discrepancies.

**B 3.** Use evidence and observations to explain and communicate the results of investigations.

**C 4.** Identify one or two variables in a simple experiment.

**C 5.** Identify potential hazards and/or precautions involved in an investigation

**C 6.** Explain why results of an experiment are sometimes different (e.g., because of unexpected differences in what is being investigated, unrealized differences in the methods used or in the circumstances in which the investigation was carried out, and because of errors in observations).

### Scientific Ways of Knowing

**A 1.** Summarize how conclusions and ideas change as new knowledge is gained. (Plants)

**B 2.** Develop descriptions, explanations and models using evidence to defend/support findings

**B 3.** Explain why an experiment must be repeated by different people or at different times or places and yield consistent results before the results are accepted.

**B 4.** Identify how scientists use different kinds of ongoing investigations depending on the questions they are trying to answer (e.g., observations of things or events in nature, data collection and controlled experiments).

**Scientific Ways of Knowing Cont.**

**C 5.** Keep records of investigations and observations that are understandable weeks or months later. (plants)

**D 6.** Identify a variety of scientific and technological work that people of all ages, backgrounds and groups perform. (plant technologies)

### Life Sciences

**B 1.** Describe the role of producers in the transfer of energy entering ecosystems as sunlight to chemical energy through photosynthesis.

**B 2.** Explain how almost all kinds of animals' food can be traced back to plants.

**B 3.** Trace the organization of simple food chains and food webs (e.g., producers, herbivores, carnivores, omnivores and decomposers).

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