

FIFTH GRADE THIRD 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.
- B 4.** Identify and understand new uses of words and phrases in text, such as similes and metaphors.
- C 3.** Identify connotation and denotation of new words.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- A 6.** Select, create and use graphic organizers to interpret textual information.
- B 2.** Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
- B 5.** Make inferences based on implicit information in texts, and provide justifications for those references.
- C 7.** Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Reading Applications: Literacy Text

- F 6.** Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction, and non-fiction.
- G 7.** Interpret how an author's choice of words appeals to the senses and suggests mood.

Reading Applications: Informational, Technical and Persuasive Texts

- A 5.** Analyze information found in maps, charts, tables, graphs, and diagrams.
- C 3.** Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
- D 8.** Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.

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.
- D 4.** 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.

Research

- A 1.** Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
- B 2.** Locate sources and gather relevant information from multiple sources (e.g. school library catalogs, online databases, electronic resources and Internet-based resources)
- 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.
- C 4.** Compare and contrast important findings and select sources to support central ideas, concepts and themes.
- 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.

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:
Demonstrate an understanding of the topic and present events and ideas in a logical sequence.
Support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes
Organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause and effect, compare and contrast)
Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology: and
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:
Establish a clear position
Include relevant evidence to support a position and to address potential concerns of listeners, and
Follow common organizational structures when appropriate (e.g., cause and 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.
- 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.

MATH

Number, Number Sense and Operations

- D 6.** 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.
- H 10.** Justify why fractions need common denominators to be added or subtracted.

Data Analysis and Probability

- H 7.** List and explain all possible outcomes in a given situation.
- I 8.** Identify the probability of events within a simple experiment, such as three chances out of eight.
- J 10.** Compare what should happen (theoretical/expected results) with what did happen (experimental/actual results) in a simple experiment.
- K 11.** Make predictions based on experimental and theoretical probabilities.

Measurement

- E 2.** Identify paths between points on a grid or coordinate plane and compare the lengths of the paths; e.g., shortest path, paths of equal length.

Geometry and Spatial Sense

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A 1. (angle parts) Use standard language to describe line, segment, ray, angle skew, parallel and perpendicular.

A 3. Label vertex, rays, interior and exterior for an angle.

B 1. Draw circles, and identify and determine relationships among the radius, diameter, center and circumference; e.g., radius is half the diameter, the ratio of the circumference of a circle to its diameter is an approximation of π .

C 6. Extend understanding of coordinate system to include points whose x or y values may be negative numbers.

Identify, describe and classify types of line pairs, angles, two-dimensional figures and three-dimensional objects using their properties

D 2. Use standard language to describe line, segment, ray angle, skew, parallel and perpendicular.

D 5. Use physical models to determine the sum of the interior angles of triangles and quadrilaterals.

F 4. Describe and use properties of congruent figures to solve problems.

G 5. Use physical models to determine the sum of the interior angles of triangles and quadrilaterals.

I 8. Predict what three-dimensional object will result from folding a two-dimensional net, and then confirm the prediction by folding the net.

J 4. Describe and use properties of congruent figures to solve problems.

Citizenship Rights and Responsibilities

A 1. Explain how an individual acquires U.S. citizenship:

- Birth;
- Naturalization.
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B 2. Explain the obligations of upholding the U.S. Constitution including:

- Obeying laws;
- Paying taxes;
- Serving on juries;
- Registering for selective service

B 3. Explain the significance of the rights that are protected by the First Amendment including:

- Freedom of religion;
- Freedom of speech;
- Freedom of the press;
- Right of petition and assembly.

Economics

A 1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.

A 2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.

B 3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.

C 4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.

C 5. Explain the general relationship between supply, demand and price in a competitive market.

C 6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.

C 7. Explain why competition among consumers/buyers results in higher product prices.

Social Studies Skills and Methods

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

- Accuracy of facts;
- 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:

- The author;
- The author's perspective;

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:

- Identifying a problem;
- Gathering information;
- Listing and considering options;
- Considering advantages and disadvantages of options;
- Choosing and implementing a solution;
- Developing criteria for judging its effectiveness;
- Evaluation the effectiveness of the solution.

SCIENCE

Physical Sciences

D 1. Define temperature as the measure of thermal energy and describe the way it is measured.

D 2. Trace how thermal energy can transfer from one object to another by conduction.

E 3. Describe that electrical current in a circuit can produce thermal energy, light, sound and/or magnetic forces.

E 4. Trace how electrical current travels by creating a simple electric circuit that will light a bulb.

F 5. Explore and summarize observations of the transmission, bending (refraction) and reflection of light.

F 6. Describe and summarize observations of the transmission, reflection, and absorption of sound.

F 7. Describe that changing the rate of vibration can vary the pitch of a sound.

Earth and Space Sciences

A 1. Describe how night and day are caused by Earth's rotation.

A 2. Explain that Earth is one of several planets to orbit the sun, and that the moon orbits Earth.

A 3. Describe the characteristics of Earth and its orbit about the sun (e.g., three-fourths of Earth's surface is covered by a layer of water [some of it frozen], the entire planet surrounded by a thin blanket of air, elliptical orbit, tilted axis and spherical planet).

A 4. Explain that stars are like the sun, some being smaller and some larger, but so far away that they look like points of light.

C 5. Explain how the supply of many non-renewable resources is limited and can be extended through reducing, reusing and recycling but cannot be extended indefinitely.

C 6. Investigate ways Earth's renewable resources (e.g., fresh water, air, wildlife and trees) can be maintained.

Science and Technology

A 1. Investigate positive and negative impacts of human activity and technology on the environment.

B 2. Revise an existing design used to solve a problem based on peer review.

B 3. Explain how the solution to one problem may create other problems.

Scientific Ways of Knowing

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

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

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).

C 5. Keep records of investigations and observations that are understandable weeks or months later. (resources/energy)

D 6. Identify a variety of scientific and technological work that people of all ages, backgrounds and groups perform. (natural resources/energy)