

FIFTH GRADE SECOND NINE WEEKS

READING

Reading Applications: Literacy Text

C 3. Identify the main incidents of a plot sequence and explain how they influence future actions.
E 5. Summarize stated and implied themes.
G 8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

Reading Applications: Informational, Technical, and Persuasive Text

A 1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information.
B 2. Identify, distinguish between and explain examples of cause and effect in informational text.
E 6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.
F 4. Summarize the main ideas and supporting details.

Reading Process:

Concepts of Print, Comprehension and Self-Monitoring Strategies

A 1. Establish and adjust purposes for reading, including finding out to understand to interpret to enjoy and to solve problems.
B 3. Make critical comparisons across texts.
B 4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.
C 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
 (Inferential)

Acquisition of Vocabulary

D 5. Use word origins to determine the meaning of unknown words and phrases.
D 7. Identify the meanings of abbreviations.
F 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

WRITING

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.

WRITING PROCESSES CONTINUED

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.

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.

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 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.

Communication: Oral and Visual

COMMUNICATION ORAL AND

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

VISUAL

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

MATH

Number, Number Sense and

FIFTH GRADE SECOND NINE WEEKS

Operations

E 8. Identify and use relationships between operations to solve problems.
E 9. Use order of operations, including use of parentheses, to simplify numerical expressions.
F 7. Use commutative, associative, distributive, identify and inverse properties to simplify and perform computations.

(surface area) and filling the interior (volume) of three-dimensional objects.
G 4. Demonstrate understanding of the differences among linear units, square units and cubic units.
 G 8. Use geometric models to solve problems in other areas of mathematics, such as number (multiplication/division) and measurement (area, perimeter, and border).

use models, graphs, and tables to draw conclusions and make predictions.
L 6. Describe how the quantitative change in a variable affects the value of a related variable; e.g., describe how the rate of growth varies over time, based upon data in a table or graph.

SOCIAL STUDIES

History

A 1. Create time lines and identify possible relationships between events.
B 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
B 3. Explain why European countries explored and colonized North America.
B 4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food traditions and architecture.
B 5. Explain how the United States became independent from Great Britain.
C 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

a. Legislative branch, headed by congress, passes laws.
 b. Executive branch, headed by the president, carries out and enforces the laws made by congress.
 c. Judicial branch, headed by the Supreme Court, interprets and applies the law.
A 2. Explain the essential characteristics of American Democracy including:
 a. The people are the source of the government's authority
 b. All citizens have the right and responsibility to
 c. Vote and influence the decisions of the government.
 d. The government is run directly by the people or through elected representatives
 e. The powers of government are limited by law
 f. Basic rights of individuals are guaranteed by the Constitution.
B 3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

Social Studies Skills and Methods

Government

A 1. Explain major responsibilities of each of the three branches of U.S. Government:

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 Ways of Knowing

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

Life Sciences

C 4. Summarize that organisms can survive only in ecosystems in which their needs can be met (e.g., food, water, shelter, air, carrying capacity and waste disposal). The world has different ecosystems and distinct ecosystems support the lives of different types of organisms.
C 5. Support how an organism's patterns of behavior are related to the nature of that organism's ecosystem, including the kinds and numbers of other organisms present, the availability of food and resources, and the changing physical characteristics of the ecosystem.
C 6. Analyze how all organisms, including humans, cause changes in their ecosystems and how these changes can be beneficial, neutral or detrimental (e.g., beaver ponds, earthworm burrows, grasshoppers eating plants, people planting and cutting trees and people introducing a new species).

Revised 5/09

Measurement

A 1. Identify and select appropriate units to measure angles; i.e. degrees
B 5. Make conversions within the same measurement system while performing computations.
C 6. Use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms, and volume of rectangular prisms.
C 7. Use benchmark angles (e.g., 45 degrees, 90 degrees, and 120 degrees) to estimate the measure of angles, and use a tool to measure and draw angles.
F 3. Demonstrate and describe the differences between covering the faces (surface area) and filling the interior (volume) of three-dimensional objects.
F 4. Demonstrate understanding of the differences among linear units, square units and cubic units

Measurement cont.

G 3. Demonstrate and describe the differences between covering the faces

Patterns, Functions and Algebra

B 3. Use variables as unknown quantities in general rules when describing patterns and other relationships.
C 4. Create and interpret the meaning of equations and inequalities representing problem situations.
E 3. Use variables as unknown quantities in general rules when describing patterns and other relationships.
F 5. Model problems with physical materials and visual representations, and use models, graphs and tables to draw conclusions and make predictions.
G 3. Use variables as unknown quantities in general rules when describing patterns and other relationships.
J 6. Use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms and volume of rectangular prisms.

Patterns Functions cont.

K 5. Model problems with physical materials and visual representations, and