

FIFTH GRADE FOURTH NINE WEEKS

READING

Acquisition of Vocabulary

- D 5.** Use word origins to determine the meaning of unknown words and phrases.
- D 7.** Identify the meanings of abbreviations
- E 6.** Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.

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.

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 5.** Produce informal writings (e.g., journals, notes and poems) for various purposes.
- 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.

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.
- 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., dictionaries and thesauruses) to select more effective vocabulary.
- 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.

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 or ideas in a logical sequences;
 - 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-effect, compare-contrast);
 - Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology;
 - 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.
 - Follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem- solution).

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 gathered.

Data Analysis and Probability

- A 1.** Read, construct and interpret frequency tables, circle graphs and line graphs.
- C 5.** Modify initial conclusions, propose and justify new interpretations and predictions as additional data are collected.
- F 6.** Determine appropriate data to be collected to answer questions posed by students or teach, collect and display data, and clearly communicate findings.
- I 9.** Use 0, 1 and ratios between 0 and 1 to represent the probability of outcomes for an event, and associate the ratio with the likelihood of the outcome.

Geometry and Spatial Sense

- 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 .
- D 7.** Understand that the measure of an angle is determined by the degree of rotation of an angle side rather than the length of either side.

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MATH CONTINUED

Measurement

- 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., 45-90-120 degrees) to estimate the measure of angles, and use a tool to measure and draw angles.

Number, Number Sense and Operations

- B 1.** Use models and visual representations to develop the concept of ration as part-to-part and part-to-whole, and the concept of percent as part-to-whole.
- B 3.** Identify and generate equivalent forms of fractions, decimals and percent
- F 7.** Use commutative, associative, distributive, identify and inverse properties to simplify and perform computations.
- G 5.** Recognize and identify perfect squares and their roots.
- I 12.** Use physical model points of reference, and equivalent forms to add and subtract commonly used fractions with like and unlike denominators and decimals.

Patterns, Functions and Algebra

- A 2.** Use calculators or computers to develop patterns, and generalize them using tables and graphs.
- 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.
- F 5.** Model problems with physical materials and visual representations, and use models, graphs and tables to draw conclusions and make predictions.

People in Societies

- A 1.** Compare the cultural practices and products of diverse groups in North America including:
 - a. Artistic expressions;
 - b. Religion;
 - c. Language;
 - d. Food;
 - e. Clothing;
 - f. Shelter.
- B 2.** Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
- B 3.** Describe the experiences of African-Americans under the institution of slavery.
- B 4.** Describe the waves of immigration to North America and the areas from which people came in each wave.
- B 5.** Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

- 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.

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.

Scientific Ways of Knowing

- A 1.** Summarize how conclusions and ideas change as new knowledge is gained.
- 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.
- D 6.** Identify a variety of scientific and technological work that people of all ages, backgrounds and groups perform

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