

## FIFTH GRADE ESSENTIAL STANDARDS

### ENGLISH LANGUAGE ARTS:

NUMBER	TITLE	DESCRIPTION
RF.5.3.A	Reading/Foundational Skills: Phonics and Word Recognition	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.
RF.5.4	Reading/Foundational Skills: Fluency	Read with sufficient accuracy and fluency to support comprehension.
RI.5.1	Reading/Informational Text: Key Ideas and Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Reading/Informational Text: Key Ideas and Details	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Reading/Informational Text: Key Ideas and Details	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.
RL.5.1	Reading/Literature: Key Ideas and Details	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Reading/Literature: Key Ideas and Details	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.
RL.5.3	Reading/Literature: Key Ideas and Details	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).
W.5.1	Writing: Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2	Writing: Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4	Writing: Production and Distribution of Writing	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9.A-B	Writing: Research to Build and Present Knowledge	<ul style="list-style-type: none"> <li>• W.5.9.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]").</li> <li>• W.5.9.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]").</li> </ul>

### MATHEMATICS:

NUMBER	TITLE	DESCRIPTION
5.NBT.A.1	Number & Operations in Base Ten: Understand the Place Value System	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.
5.NBT.B.5	Number & Operations in Base Ten: Perform Operations With Multi-Digit Whole Numbers and With Decimals to Hundredths	Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NF.B.3	Number & Operations - Fractions: Apply and Extend Previous Understanding of Multiplication and Division	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). 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?
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## SCIENCE:

NUMBER	TITLE	DESCRIPTION
5-LS2-1	Ecosystems: Interactions, Energy, and Dynamics	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

## SOCIAL STUDIES:

NUMBER	TITLE	DESCRIPTION
G1.5.3-4	Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.	<ul style="list-style-type: none"> <li>G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.</li> <li>G1.5.4 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</li> </ul>
G2.5.1	Understands human interaction with the environment.	Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.
H1.5.1	Understands historical chronology.	Create timelines to demonstrate historical events caused by other important events.
H4.5.2	Understands how historical events inform analysis of contemporary issues and events.	Describe the purpose of documents and the concepts used in them.

## ELECTIVES:

### Art:

NUMBER	TITLE	DESCRIPTION
Anchor 1	Creating/Investigate, Plan, Make	Generate and conceptualize artistic ideas and work.
Anchor 2	Creating/Investigate	Organize and develop artistic ideas and work.
Anchor 3	Creating/Reflect, Refine, Continue	Refine and complete artistic work.
Anchor 4	Presenting/Select	Select, analyze and interpret artistic work for presentation.
Anchor 5	Presenting/Analyze	Develop and refine artistic techniques and work for presentation.

### Music:

NUMBER	TITLE	DESCRIPTION
Cr1.1.5a-b	Creating/Imagine	<ul style="list-style-type: none"> <li>Cr1.1.5a – Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</li> <li>Cr1.1.5b - Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</li> </ul>

Cr2.1.5a-b	Creating/Plan and Make	<ul style="list-style-type: none"> <li>• Cr2.1.5a - Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</li> <li>• Cr2.1.5b - Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.</li> </ul>
Pr4.2.5a-c	Performing/Analyze	<ul style="list-style-type: none"> <li>• Pr4.2.5a - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</li> <li>• Pr4.2.5b - When analyzing selected music, read and perform using standard notation.</li> <li>• Pr4.2.5c - Explain how context (such as social, cultural, and historical) informs performances.</li> </ul>
Re9.1.5	Responding/Evaluate	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

## Physical Education:

NUMBER	TITLE	DESCRIPTION
PE1.1.5a-b	Motor Skills: Locomotor	<ul style="list-style-type: none"> <li>• PE1.1.5a - Apply mature pattern in locomotor skills in a variety of activities, modified games, and small- sided game play.</li> <li>• PE1.1.5b - Apply appropriate pacing in a variety of running distances.</li> </ul>
PE1.2.5	Motor Skills: Non-locomotor	Apply mature pattern in non-locomotor skills in a variety of activities, modified games, and small- sided game play.
PE1.3.5	Balance, Weight Transfer, and Rhythmic Skills: Balance	Apply static and dynamic balance in a variety of activities, modified games, and small- sided game play.
PE1.4.5	Balance, Weight Transfer, and Rhythmic Skills: Weight Transfer	Apply weight transfer in a variety of activities.
PE1.5.5	Balance, Weight Transfer, and Rhythmic Skills: Rhythm	Create and demonstrate a routine using complex rhythmic combinations.
PE1.6.5	Manipulative Skills: Underhand Throw	Apply mature pattern in an underhand throw in a variety of activities, modified games, and small-sided game play.
PE1.7.5a-c	Manipulative Skills: Overhand Throw	<ul style="list-style-type: none"> <li>• PE1.7.5a - Demonstrate mature pattern in an overhand throw at varying distances.</li> <li>• PE1.7.5b - Demonstrate mature pattern in an overhand throw to a moving partner.</li> <li>• PE1.7.5c - Demonstrate mature pattern in an overhand throw in a variety of activities, modified games, and small-sided game play.</li> </ul>
PE1.8.5	Manipulative Skills: Catch	Apply mature pattern in catching in a variety of activities, modified games, and small- sided game play.
PE1.9.5	Manipulative Skills: Hand Dribble	Apply mature pattern while hand- dribbling in a variety of activities, modified games, and small-sided game play.
PE1.10.5	Manipulative Skills: Foot Pass/Kick	Apply mature pattern while passing, kicking, and punting in a variety of activities, modified games, and small-sided game play.
PE1.11.5	Manipulative Skills: Foot Trap/Receive	Apply mature pattern while receiving with the foot in a variety of activities, modified games, and small- sided game play.
PE1.12.5	Manipulative Skills: Foot Dribble	Apply mature pattern while foot- dribbling in a variety of activities, modified games, and small-sided game play.
PE1.13.5a-b	Manipulative Skills: Strike/Volley, Hands and Arms	<p>PE1.13.5a - Apply mature pattern while striking an object underhand in a variety of activities, modified games, and small-sided game play.</p> <p>PE1.13.5b - Demonstrate mature pattern while striking an object with a two- handed overhead pass, sending it upward to a target.</p>
PE2.1.5	Movement Concepts and Strategies: Space	Apply the concept of moving to open space and reducing open space in a variety of small- sided and modified game play.
PE2.3.5	Movement Concepts and Strategies: Speed, Direction, and Force	Apply speed, direction, and force in a variety of small- sided and modified game play.

PE3.3.5a-c	Fitness: Health-Related Fitness	PE3.3.5a - Identify activities used to develop components of health-related fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, body composition). PE3.3.5b - Describe benefits of components of health-related fitness. PE3.3.5c - Describe components of the FITT principle.
PE3.4.5	Fitness: Skill-Related Fitness	Describe components of skill-related fitness (agility, balance, coordination, power, reaction time, speed).
PE3.7.5	Fitness: Body Systems	Describe connections between body systems and their role in movement.
PE4.5.5	Safety	Apply safety principles in physical activities (with self, with peers, with equipment).
PE5.1.5	Challenge	Explain how to overcome challenges essential for improvement.
PE5.2.5	Self-Expression and Enjoyment	Analyze how various physical activities promote self-expression and enjoyment.

## Library:

	AASL STANDARDS	GOALS	SKILLS
Ongoing	1.1.9 4.1.4 3.1.2 4.1.5 3.2.2 4.2.4 4.1.1 4.3.1 4.1.2 4.4.1 4.1.3 4.4.6	<ul style="list-style-type: none"> <li>• Practice of reading skills</li> <li>• How readers choose books</li> <li>• Genres</li> <li>• Reading for pleasure/appreciation</li> <li>• Award books</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to a variety of literature in a variety of ways</li> <li>• Identify favorite books and share reasons for their choice with others</li> <li>• Self-select books at an independent level according to AR</li> <li>• Understands there is more than one form/genre of writing</li> <li>• Author Study</li> <li>• Illustrator Study</li> <li>• Sasquatch book award</li> <li>• Newbery award</li> <li>• Young Readers Choice Award</li> </ul>
Fall	1.1.4 1.1.8 1.4.4 3.1.2 4.1.7	<ul style="list-style-type: none"> <li>• Library Behavior/ expectations</li> <li>• Locating materials/ sections of the library</li> <li>• COMMON ASSESSMENT: "Nonfiction: Locate materials: Title, Search, Shelf."</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate responsibility following library rules and procedures</li> <li>• Exhibit proper care of library materials and equipment</li> <li>• Demonstrate appropriate audience and listening skills</li> <li>• Utilize the library media center, staff, and resources</li> <li>• Recognize the library is part of a large information network</li> <li>• Fiction nonfiction leveled books periodicals reference</li> <li>• Ability to use the DDS to locate subjects and resources for information and research, in the online catalog and then on the shelves</li> <li>• Understands and uses the online library catalog and its features independently</li> <li>• Ability to physically locate the material after completing an online search</li> </ul>

<b>Winter</b>	1.1.4 1.1.5	<ul style="list-style-type: none"> <li>• <b>Parts of a book</b></li> <li>• <b>Non-fiction text features</b></li> <li>• <b>COMMON ASSESSMENT: “Nonfiction Text Features.”</b></li> </ul>	<ul style="list-style-type: none"> <li>• Copyright date, publisher, foreword, preface</li> <li>• Captions, table of contents, glossary, maps, guide words, index, charts/graphs, tables, diagrams, sidebars, timelines, headings, subheadings, copyright date, publisher, appendices, bibliography</li> </ul>
<b>Spring</b>	ETLS 2a	<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Demonstrate the responsible use of technology</li> <li>• Understanding safety issues using technology at home, school and society</li> </ul>