

## Fifth Grade Content Standards

### English Language Arts:

**2.0 Reading Comprehension (Focus on Informational Materials)** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

#### Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

#### Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

## WRITING 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

1.2 Create multiple-paragraph expository compositions:

a. Establish a topic, important ideas, or events in sequence or chronological order.

b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.

c. Offer a concluding paragraph that summarizes important ideas and details.

#### Research and Technology

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).

1.5 Use a thesaurus to identify alternative word choices and meanings.

#### Evaluation and Revision

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

**2.0 Writing Applications (Genres and Their Characteristics)** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

a. Frame questions that direct the investigation.

- b. Establish a controlling idea or topic.
  - c. Develop the topic with simple facts, details, examples, and explanations.
- 2.4 Write persuasive letters or compositions:
- a. State a clear position in support of a proposal.
  - b. Support a position with relevant evidence.
  - c. Follow a simple organizational pattern.
  - d. Address reader concerns.

## LISTENING AND SPEAKING

**1.0 Listening and Speaking Strategies** Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

### Comprehension

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 1.3 Make inferences or draw conclusions based on an oral report.

### Organization and Delivery of Oral Communication

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 1.5 Clarify and support spoken ideas with evidence and examples.
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

### Analysis and Evaluation of Oral and Media Communications

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

## Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard

1.0, students:

2.1 Deliver narrative presentations:

a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.

b. Show, rather than tell, the listener what happens.

2.2 Deliver informative presentations about an important idea, issue, or event by the following

means:

- a. Frame questions to direct the investigation.
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

## History/ Social Science

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

## Visual Arts

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

##### Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.

##### Analyze Art Elements and Principles of Design

1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

### 2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

##### Skills, Processes, Materials, and Tools

2.1 Use one-point perspective to create the illusion of space.

2.2 Create gesture and contour observational drawings.

2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

### VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

##### Derive Meaning

4.1 Identify how selected principles of design are used in a work and how they affect personal responses to and evaluation of the work of art

##### Make Informed Judgments

4.3 Develop and use specific criteria as individuals and in groups to assess works of art. 4.4

Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and

Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication,

and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

#### Connections and Applications

5.1 Use linear perspective to depict geometric objects in space.

#### Visual Literacy

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

#### Careers and Career-Related Skills

5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.