

Lincolnwood School District 74

Learning Standards

5th Grade



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ENGLISH LANGUAGE ARTS (ELA)

LITERATURE

Students will be able to...

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- 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
- 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)
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- Describe how a narrator's or speaker's point of view influences how events are described
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem)
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently

INFORMATIONAL TEXT

Students will be able to...

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- 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
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

FOUNDATIONAL SKILLS

Students will be able to...

- Know and apply grade-level phonics and word analysis skills in decoding words
- 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
- 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

- Read grade-level text with purpose and understanding
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING

Students will be able to...

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
- Provide logically ordered reasons that are supported by facts and details
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a concluding statement or section related to the opinion presented
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Provide a concluding statement or section related to the information or explanation presented
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- Use concrete words and phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29)
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- 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]”)
- 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]”)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
- Use verb tense to convey various times, sequences, states, and conditions
- Recognize and correct inappropriate shifts in verb tense
- Use correlative conjunctions (e.g., either/or, neither/nor)

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use punctuation to separate items in a series
- Use a comma to separate an introductory element from the rest of the sentence
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence and to indicate direct address
- Use underlining, quotation marks, or italics to indicate titles of works
- Spell grade-appropriate words correctly, consulting references as needed
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Interpret figurative language, including similes and metaphors, in context
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

SPEAKING AND LISTENING

Students will be able to...

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- Follow agreed-upon rules for discussions and carry out assigned roles
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
- Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 on page 28 for specific expectations)

MATHEMATICS

KEY VOCABULARY

Students will define and use the following vocabulary...

| | | | | | | |
|-------------------|---------------|----------|-------------|------------|-------------|----------|
| area | circumference | decimal | denominator | equivalent | exponents | geometry |
| improper fraction | mixed number | negative | percent | polygon | probability | quotient |
| variable | whole number | | | | | |

OPERATIONS AND ALGEBRAIC THINKING

Students will be able to...

- Generate a pattern that follows a given rule
- Use parentheses in numerical expressions
- Use variables in algebraic expressions

NUMBER AND OPERATIONS IN BASE TEN

Students will be able to...

- Add and subtract decimals
- Recognize place value
- Compare two decimals to 0.001
- Round decimals to given place value

NUMBER AND OPERATIONS-FRACTIONS

Students will be able to...

- Add and subtract fractions with unlike denominators
- Multiply and divide fractions

MEASUREMENT AND DATA

Students will be able to...

- Convert measurement in metric system
- Convert measurement in standard system
- Create a line plot using fractions to display a data set
- Find volume using a formula

GEOMETRY

Students will be able to...

- Identify attributes of two dimensional figures
- Graph points on a coordinate plane

SCIENCE

KEY VOCABULARY

Students will define and use the following vocabulary...

| | | | | | | |
|--------------------|------------------|----------------|--------------------|----------------|----------------|------------------|
| behavior | cell | chlorophyll | circulatory system | communication | community | digestive system |
| ecosystem | excretory system | food chain | food web | habit | instinct | invertebrate |
| kingdom | learning | nervous system | niche | organ system | photosynthesis | population |
| respiratory system | species | succession | symbiosis | vascular plant | vertebrate | |

LIFE SCIENCE

Students will be able to...

- Identify how scientists classify living things
- Identify the interactions in ecosystems
- Explain how energy moves in an ecosystem
- Describe how living things survive and change
- Explain how the body systems work together

SOCIAL SCIENCE

KEY VOCABULARY

Students will define and use the following vocabulary...

| | | | | | | |
|-------------------|---------------------------|------------------|--------------------|-------------|------------------|--------------|
| abolitionist | acquisition | amendment | Bill of Rights | Confederacy | Cold War | Constitution |
| draft | Emancipation Proclamation | Executive Branch | expedition | geography | Great Depression | immigrant |
| industrialization | Judicial Branch | latitude | Legislative Branch | longitude | missionary | pioneer |
| prejudice | Reconstruction | territory | | | | |

POLITICAL SYSTEMS

Students will be able to...

- Name 3 branches of government and their primary functions
- Apply the Bill of Rights to everyday situations

ECONOMICS

Students will be able to...

- Describe significant economic events including industrialization, immigration, and the Great Depression

HISTORY

Students will be able to...

- Describe how westward movement affected families and communities
- Compare and analyze differences in perspectives in the North and the South
- Identify major political events and leaders during the Civil War

GEOGRAPHY

Students will be able to...

- Interpret information using a map legend, scale, and symbols
- Identify the fifty states

SOCIAL AND EMOTIONAL

Students will be able to...

- Demonstrate appropriate listening skills
- Use appropriate conflict resolution strategies
- Interact well with others
- Demonstrate self-control
- Respect self, others, and property
- Accept responsibility for one's action

HEALTH

Students will be able to...

- Describe the benefits of maintaining a health-enhancing level of fitness
- Monitor individual heart rate before, during, and after physical activity, with and without the use of technology
- Set a personal health-related fitness goal
- Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength)
- Describe benefits of early detection and treatment of illness
- Demonstrate strategies for the prevention and reduction of communicable and noncommunicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings)
- Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen)
- Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising)
- Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer)
- Express opinions about health issues and communicate individual health needs
- Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous)
- Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet)
- Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness)
- Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age)
- Locate, identify and describe functions of the basic parts of the brain
- Identify causes and consequences of conflict among youth
- Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language)

- Describe key elements of a decision-making process

PHYSICAL EDUCATION

KEY VOCABULARY

Students will define and use the following vocabulary...

| | | | | | |
|----------|------------|----------|----------|------------|------|
| backhand | compromise | forehand | invert | opposition | pace |
| pike | pivot | rebound | straddle | volley | |

Students will be able to...

- Demonstrate control when performing combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns
- Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns
- Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns
- Identify and apply rules and safety procedures in physical activities
- Identify offensive, defensive, and cooperative strategies in selected activities and games
- Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness
- Match recognized assessments of health related fitness (e.g., FitnessGram) to corresponding components of fitness
- Accept responsibility for one's own actions in group physical activities
- Use identified procedures and safe practices without reminders during group physical activities
- Work cooperatively with a partner or small group to reach a shared goal during physical activity

INFORMATION LITERACY

KEY VOCABULARY

Students will define and use the following vocabulary...

| | | |
|-------------|-----------|--|
| call number | publisher | |
|-------------|-----------|--|

ACCESS INFORMATION

Students will be able to...

- Locate materials on library shelves by call number
- Access and use search tools to select sites and resources and develop effective keyword strategies

EVALUATE INFORMATION

Students will be able to...

- Evaluate new information based on previous experience and knowledge
- Cite sources used in bibliography format

USE INFORMATION

Students will be able to...

- Communicate results of information searches in a format appropriate to the content
- Understand the need for citing sources of information (copyright)
- Create products using multimedia techniques

APPRECIATE LITERATURE

Students will be able to...

- Become acquainted with award-winning literature
- Identify and share attributes leading to the appreciation of literature

TECHNOLOGY

KEY VOCABULARY

Students will define and use the following vocabulary...

| | | | | | |
|-----------------|-----------------------|-----------------|-------------|-------------|--------------|
| archive | authenticate | bibliography | blocked | copyright | cybercitizen |
| file extensions | GarageBand podcast | media | netiquette | preferences | sources |
| spreadsheet | storyboard | tabbed browsing | transitions | USB | view |
| word wrap | | | | | |

COMMUNICATION AND COLLABORATION

Students will be able to...

- Design, develop, publish, and present projects that demonstrate curriculum concepts to appropriate audiences

CREATIVITY AND INNOVATION

Students will be able to...

- Include multimedia components (e.g. graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes

CRITICAL THINKING

Students will be able to...

- Use technology to solve learning problems
- Evaluate sources for accuracy of information

RESEARCH AND INFORMATION FLUENCY

Students will be able to...

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources
- Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases

TECHNOLOGY OPERATIONS AND CONCEPTS

Students will be able to...

- Keyboard using appropriate ergonomic position
- Type at least 25 words per minute with at least 90 percent accuracy

DIGITAL CITIZENSHIP

Students will be able to...

- Students understand and practice safe & ethical use of technology, information, and resources

VISUAL ART

KEY VOCABULARY

Students will define and use the following vocabulary...

| | | | | | | |
|----------|-----------------|---------------|------------|----------------|------------------|----------------|
| abstract | analogous color | art gallery | bleeding | expressive art | horizontal lines | mold |
| origami | plaster cast | realistic art | silhouette | tessellation | value | vertical lines |

ELEMENTS OF ART

Students will be able to...

- Identify artist's beliefs: Realistic, Expressive, Functional, Abstract
- Compare and contrast art styles
- Visually express an idea
- Follow teacher directed drawing lessons
- Develop skills in drawing, painting in tempera and watercolor, using oil pastels, and markers
- Show the importance of light on subject to create shadow
- Use art to communicate an idea

ART PRODUCTION

Students will develop...

- A design of an object that could be used to better their lives
- A realistic, an expressive, a functional, and an abstract piece of work
- A modern art piece
- A 3-D mask
- A tessellation
- An art piece using shading
- Knowledge of various artists

ART HISTORY

Students will be able to...

- Understand how art is used in different cultures
- Discuss how different works of art make them feel
- Observe art from different cultures and compare it to their own
- Use a variety of sources for art ideas including nature, people, images, and imagination

WORK HABITS

Students will be able to...

- Demonstrate good listening skills
- Demonstrate responsible use of materials
- Demonstrate a helpful attitude during cleanup

MUSIC

KEY VOCABULARY

Students will define and use the following vocabulary...

| | | | | | | |
|-----------------|-------------------|-------------------|------------------|------------------|---------------------|-----------------|
| acoustic guitar | banjo | chord progression | classical guitar | clawhammer banjo | Contemporary Period | dominant chord |
| duet | electric guitar | fraction tab | frailing | fretted string | harmony | major chord |
| major scale | mandolin | minor chord | open string | pentatonic scale | quartet | Romantic Period |
| solo | subdominant chord | tablature | tonic chord | Travis picking | trio | unison |

MUSIC THEORY

Students will be able to...

- Identify notes of the Treble Clef
- Identify rhythms
- Identify the parts of a score
- Explain half steps and whole steps
- Explain the I, IV, and V chord progression

MUSICAL PRODUCTION AND PERFORMANCE

Students will be able to...

- Demonstrate tablature on fretted instruments (guitar, banjo, mandolin)
- Demonstrate notes on fretted instruments (guitar, banjo, mandolin)
- Demonstrate chords on fretted instruments (guitar, banjo, mandolin)
- Sing while strumming fretted instruments (guitar, banjo, mandolin)

MUSIC APPRECIATION

Students will be able to...

- Identify the characteristics of Romantic and 20th Century Music

WORK HABITS

Students will be able to...

- Bring materials to class
- Use instruments appropriately
- Participate in class

