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Illinois Learning Standards

5TH GRADE

CONDENSED LIST OF STANDARDS FOR ENGLISH LANGUAGE ARTS,
FINE ARTS, MATHEMATICS, SCIENCE, PHYSICAL
DEVELOPMENT/HEALTH, SOCIAL/EMOTIONAL LEARNING, AND
SOCIAL SCIENCE

Compiled by ISBE Content Specialists

ENGLISH LANGUAGE ARTS – 5th GRADE**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING***Key Ideas and Details*

- CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE*Conventions of Standard English*

- CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING*Text Types and Purposes*

- CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCR.W.10 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 tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING*Comprehension and Collaboration*

- CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

READING STANDARDS FOR LITERATURE*Key Ideas and Details*

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 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 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).

Craft and Structure

- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

- RL.5.7 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).
- RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

- RL.5.10 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.

READING STANDARDS FOR INFORMATIONAL TEXT*Key Ideas and Details*

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3 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.

Craft and Structure

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5 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.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration and Knowledge and Ideas

- RI.5.7 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.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- RI.5.10 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.

READING STANDARDS: FOUNDATIONAL SKILLS*Phonics and Word Recognition*

- RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.5.3.a 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.

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4.a Read on-level text with purpose and understanding.
- RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS*Text Types and Purposes*

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- W.5.1.a 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.

- W.5.1.b Provide logically ordered reasons that are supported by facts and details.
- W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- W.5.1.d Provide a concluding statement or section related to the opinion presented.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2.a 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.
- W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.e Provide a concluding statement or section related to the information or explanation presented.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6 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.

Research to Build and Present Knowledge

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 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.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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]").
- 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]").

Range of Writing

- W.5.10 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.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

- SL.5.1 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.
- SL.5.1.a 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.
- SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- SL.5.4 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.
- SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

LANGUAGE STANDARDS

Conventions of Standard English

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

- L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1.d Recognize and correct inappropriate shifts in verb tense.
- L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.5.2.a Use punctuation to separate items in a series.
 - L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
 - L.5.2.c 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 (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
 - L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition And Use

- L.5.4 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.
 - L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - L.5.4.c 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.
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.5.5.a Interpret figurative language, including similes and metaphors, in context.
 - L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
 - L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6 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).

FINE ARTS – 5th GRADE

DANCE

CREATING

Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- DA:Cr1.1.5 a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).
- b. Construct and solve multiple movement problems to develop choreographic content.

Plan – Anchor Standard 2: Organize and develop artistic ideas and work.

- DA:Cr2.1.5 a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
- b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

Revise- Anchor Standard 3: Revise, refine, and complete artistic work.

- DA:Cr3.1.5 a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.
- b. Record changes in a dance sequence through writing, symbols, or a form of media technology.

PERFORMING

Express- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- DA:Pr4.1.5 a. Integrate static and dynamic shapes and varied pathways into dance sequences. Use focus to maintain relationships with other dancers. Convert inward focus to outward focus for projecting out to far space.
- b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.
- c. Contrast bound and free-flowing movement. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

Embody- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- DA:Pr5.1.5 a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).
- b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthy eating habits, promote strength, flexibility, endurance, and injury prevention.
- c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

Present-Anchor Standard 6: Convey meaning through the presentation of artistic work.

- DA:Pr6.1.5 a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.
b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

RESPONDING

Analyze- Anchor Standard 7: Perceive and analyze artistic work.

- DA:Re7.1.5 a. Identify meaning or artistic intent from the patterns of movement in a dance work.
b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice, using basic dance terminology.

Interpret- Anchor Standard 8: Construct meaningful interpretations of artistic work.

- DA:Re8.1.5 a. Interpret meaning in a dance based on its movements. Use basic dance terminology to explain how the movements communicate the main idea of the dance.

Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.

- DA:Re9.1.5 a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- DA:Cn10.1.5 a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.
b. Select and research a choreographer and his or her work. Choreograph a dance that communicates the learned information and includes the genre and clarity of the choreographer's style. Explain the genre, style, and meaning of the dance.

Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- DA:Cn11.1.5 a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

MEDIA ARTS

CREATING

Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MA:Cr1.1.5 a. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- MA:Cr2.1.5 a. Develop, present, and experiment with ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

Construct – Anchor Standard 3: Revise, refine, and complete artistic work.

- MA:Cr3.1.5 a. Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles (for example, emphasis, exaggeration).
b. Determine how elements and components can be altered for clear communication and refine media artworks to improve clarity and purpose.

PRODUCING

Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MA:Pr4.1.5 a. Create media artworks integrating multiple contents and forms in order to reach a given audience.

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MA:Pr5.1.5 a. Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills (for example, formal technique, production, collaboration) in media arts productions and presentations.
b. Practice fundamental creative and innovative abilities (for example, expanding conventions) in addressing problems within and through media arts productions.
c. Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks

Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MA:Pr6.1.5 a. Compare qualities and purposes of presentation formats and fulfill a role and associated processes in presentation and/or distribution of media artworks.
b. Compare the results of, and improvements for, presenting media artworks.

RESPONDING

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

- MA:Re7.1.5 a. Identify, describe, and differentiate how message and meaning are created by components in media artworks.
b. Identify, describe, and, with guidance, differentiate how various forms, methods, and styles in media artworks manage audience experience.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MA:Re8.1.5 a. Determine and compare personal and group interpretations of a variety of media artworks, considering their subject matter, media characteristics, and context.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- MA:Re9.1.5 a. Identify relevant criteria for evaluating media artworks, considering possible improvements and context.

CONNECTING

Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MA:Cn10.1.5 a. Access and use internal and external resources (for example, interests, knowledge, experiences) to create media artworks.
b. Examine and show how media artworks form meanings, situations, and cultural experiences (for example, news, cultural events).

Relate- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MA:Cn11.1.5 a. Research and show how media artworks and ideas relate to social and community life (for example, exploring commercial and information purposes, history, ethics).
b. Examine, discuss, and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.

MUSIC**CREATING**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- MU:Cr1.1.5 a. Compose simple rhythmic, melodic, and harmonic phrases within a given form that convey expressive intent.

Anchor Standard 2: Organize and develop artistic ideas and work.

- MU:Cr2.1.5 a. Demonstrate selected and developed musical ideas for improvisations, arrangement, or compositions to express intent, and explain connection to purpose and context.
b. Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic, melodic, and increasingly complex harmonic musical ideas.

Anchor Standard 3: Revise, refine, and complete artistic work.

- MU:Cr3.1.5 a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback and explain rationale for changes.
b. Present the final version of personal created music to others that demonstrates musicianship and explain connection to expressive intent.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- MU:Pr4.1.5 a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context as well as the musicianship of self and others.
b. Demonstrate understanding of the structure and the elements of music in music selected for performance.
c. When analyzing selected music, read and perform using notation.
d. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (for example, dynamics, tempo, timbre, articulation/style).

Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- MU:Pr5.1.5 a. Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- MU:Pr6.1.5 a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- MU:Re7.1.5 a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
b. Demonstrate and describe, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (for example, social, cultural, historical).

Anchor Standard 8: Construct meaningful interpretations of artistic work.

- MU:Re8.1.5 a. Demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- MU:Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- MU:Cn10.1.5 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- MU:Cn11.1.5 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

THEATRE**CREATING**

Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.5 a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
b. Visualize and design elements that support the story and given circumstances in a drama/theatre work.
c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.

Develop – Anchor Standard 2: Organize and develop artistic ideas and work.

- TH:Cr2.1.5 a. Devise original ideas for a drama/ theatre work that reflect collective inquiry about characters and their given circumstances.
b. Share leadership and responsibilities to develop collaborative goals when preparing or devising a drama/ theatre work.

Develop – Anchor Standard 3: Revise, refine, and complete artistic work.

- TH:Cr3.1.5 a. Revise and improve an improvised or scripted drama/theatre work through repetition and self- and group review.
b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

PERFORMING*Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- TH:Pr4.1.5 a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
b. Explore physical & vocal choices to create meaning in a scene.

Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- TH:Pr5.1.5 a. Practice selected exercises that can be used in a group setting for a drama/theatre work.
b. Demonstrate the use of technical elements in a drama/theatre work.

PERFORMING*Share, Present*

- TH:Pr6.1.5 a. Communicate for a specific purpose through a drama/theatre work to an invited audience.

RESPONDING*Reflect – Anchor Standard 7: Perceive and analyze artistic work.*

- TH:Re7.1.5 a. Describe why artistic choices are made in a drama/theatre work.

Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.

- TH:Re8.1.5 a. Justify responses based on personal experiences when participating in or observing a drama/ theatre work.
b. Compare and contrast thematically similar folk tales and stories from multiple cultures through drama/theatre experience.
c. Examine aesthetics in a drama/theatre work.

Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.

- TH:Re9.1.5 a. Develop and implement criteria as a small group to evaluate drama/theatre work.
b. Evaluate the effectiveness of the technical elements in supporting mood and environment in a drama/ theatre work.
c. Recognize how a character's circumstances impact an audience's perspective in a drama/ theatre work.

CONNECTING*Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

- TH:Cn10.1.5 a. Explain how drama/theatre connects oneself to a community or culture.

Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.1.5 a. Investigate community, historical, and social issues and incorporate other content areas in drama/theatre work.

Research - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- TH:Cn11.2.5 a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.
b. Examine artifacts from a time period and geographic location to better understand design choices in a drama/theatre design.

VISUAL ARTS**CREATING***Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- VA:Cr1.1.5 a. Combine ideas to generate an innovative idea for art making.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- VA:Cr1.2.5 a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.1.5 a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.2.5 a. Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.

- VA:Cr2.3.5 a. Identify, describe, and visually document places or objects of personal significance.

Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.

- VA:Cr3.1.5 a. Create artist statements using art vocabulary to describe personal choices made in art making.

PRESENTING*Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- VA:Pr4.1.5 a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts and artwork.

Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- VA:Pr5.1.5 a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.

Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.

- VA:Pr6.1.5 a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

RESPONDING*Share – Anchor Standard 7: Perceive and analyze artistic work.*

- VA:Re7.1.5 a. Compare one's own interpretation of a work of art with the interpretation of others.

Perceive – Anchor Standard 7: Perceive and analyze artistic work.

VA:Re7.2.5 a. Identify and analyze cultural associations suggested by visual imagery.

Anchor Standard 8: Construct meaningful interpretations of artistic work.

VA:Re8.1.5 a. Interpret art through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, and contextual information.

Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.

VA:Re9.2.5 a. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

CONNECTING

Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn10.1.5 a. Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.

Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

VA:Cn11.1.5 a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

MATHEMATICS – 5th GRADE

STANDARDS FOR MATHEMATICAL PRACTICE

MP

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

OPERATIONS AND ALGEBRAIC THINKING

OA

Write and interpret numerical expressions.

5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Analyze patterns and relationships.

5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

NUMBER AND OPERATIONS IN BASE TEN

NBT

Understand the place value system.

5.NBT.1 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.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.3 Read, write, and compare decimals to thousandths.

5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

5.NBT.3.b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

5.NBT.4 Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MEASUREMENT AND DATA

MD

Convert like measurement units within a given measurement system.

5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.MD.3 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

5.MD.3.a A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

- 5.MD.3.b A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- 5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- 5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- 5.MD.5.a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- 5.MD.5.b Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- 5.MD.5.c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

GEOMETRY**G**

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

- 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
- 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

NUMBER AND OPERATIONS—FRACTIONS**NF**

Use equivalent fractions as a strategy to add and subtract fractions.

- 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
- 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- 5.NF.3 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.
- 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- 5.NF.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
- 5.NF.4.b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5.NF.5 Interpret multiplication as scaling (resizing), by:
- 5.NF.5.a Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- 5.NF.5.b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
- 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- 5.NF.7.a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
- 5.NF.7.b Interpret division of a whole number by a unit fraction, and compute such quotients.
- 5.NF.7.c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

PHYSICAL DEVELOPMENT AND HEALTH – 5th GRADE**ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.***Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.*

- 19.A.2a Demonstrate control when performing combinations and sequences in locomotor, non- locomotor, and manipulative motor patterns.
- 19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.

Analyze Various Movement Concepts And Applications.

- 19.B.2a Identify the principles of movement (e.g., absorption and application of force, equilibrium).
- 19.B.2b Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns.

Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.

- 19.C.2a Identify and apply rules and safety procedures in physical activities.
- 19.C.2b Identify offensive, defensive, and cooperative strategies in selected activities and games.

ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.*Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.*

- 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.
- 20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.

Assess Individual Fitness Levels.

- 20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.
- 20.B.2b Match recognized assessments of health-related fitness (e.g., FitnessGram) to corresponding components of fitness.

Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.

- 20.C.2a Set a personal health-related fitness goal.
- 20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).

DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.*Demonstrate Personal Responsibility During Group Physical Activities.*

- 21.A.2a Accept responsibility for one's own actions in group physical activities.
- 21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
- 21.A.2c Work independently on task until completed.

Demonstrate Cooperative Skills During Structured Group Physical Activity.

- 21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.*Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.*

- 22.A.2a Describe benefits of early detection and treatment of illness.
- 22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings).
- 22.A.2c 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 And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.

- 22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

Explain How The Environment Can Affect Health.

- 22.C.2a Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).

Describe How To Advocate For The Health Of Individuals, Families And Communities.

- 22.D.2a Express opinions about health issues and communicate individual health needs.

UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.*Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.*

- 23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).

Explain The Effects Of Health-Related Actions On The Body Systems.

- 23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).

Describe Factors That Affect Growth And Development.

- 23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).

- 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).

Describe And Explain The Structures And Functions Of The Brain And How They Are Impacted By Different Types Of Physical Activity And Levels Of Fitness.

- 23.D.2a Locate, identify and describe functions of the basic parts of the brain.

PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.

24.B.2a Describe key elements of a decision-making process.

Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.

24.C.2a Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).

SCIENCE (NGSS) – 5th GRADE**PHYSICAL SCIENCE****MATTER AND ITS INTERACTIONS****STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN.....**

- 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. *Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water. Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.*
- 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. *Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances. Assessment Boundary: Assessment does not include distinguishing mass and weight.*
- 5-PS1-3 Make observations and measurements to identify materials based on their properties. *Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property. Assessment Boundary: Assessment does not include density or distinguishing mass and weight.*
- 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

MOTION AND STABILITY: FORCES AND INTERACTIONS

- 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down. *Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth. Assessment Boundary: Assessment does not include mathematical representation of gravitational force.*

ENERGY

- 5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. *Clarification Statement: Examples of models could include diagrams, and flow charts.*

LIFE SCIENCE**FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES**

- 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. *Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.*

ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

- 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. *Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth. Assessment Boundary: Assessment does not include molecular explanations.*

EARTH AND SPACE**EARTH'S PLACE IN THE UNIVERSE**

- 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. *Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).*
- 5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. *Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months. Assessment Boundary: Assessment does not include causes of seasons.*

EARTH'S SYSTEMS

- 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. *Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system. Assessment Boundary: Assessment is limited to the interactions of two systems at a time.*
- 5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. *Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.*

EARTH AND HUMAN ACTIVITY

- 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

ENGINEERING DESIGN

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

SOCIAL / EMOTIONAL LEARNING – 5th GRADE**DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Identify And Manage One's Emotions And Behavior.

1A.2a Describe a range of emotions and the situations that cause them.

1A.2b Describe and demonstrate ways to express emotions in a socially acceptable manner.

Recognize personal qualities and external supports.

1B.2a Describe personal skills and interests that one wants to develop.

1B.2b Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.

Demonstrate skills related to achieving personal and academic goals.

1C.2a Describe the steps in setting and working toward goal achievement.

1C.2b Monitor progress on achieving a short-term personal goal.

USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Recognize The Feelings And Perspectives Of Others.

2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.

2A.2b Describe the expressed feelings and perspectives of others.

Recognize Individual And Group Similarities And Differences.

2B.2a Identify differences among and contributions of various social and cultural groups.

2B.2b Demonstrate how to work effectively with those who are different from oneself.

Use Communication And Social Skills To Interact Effectively With Others.

2C.2a Describe approaches for making and keeping friends.

2C.2b Analyze ways to work effectively in groups.

Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.

2D.2a Describe causes and consequences of conflicts.

2D.2b Apply constructive approaches in resolving conflicts.

DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

Consider Ethical, Safety, And Societal Factors In Making Decisions.

3A.2a Demonstrate the ability to respect the rights of self and others.

3A.2b Demonstrate knowledge of how social norms affect decision making and behavior.

Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.

3B.2a Identify and apply the steps of systematic decision making.

3B.2b Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

Contribute To The Well-Being Of One's School And Community.

3C.2a Identify and perform roles that contribute to the school community.

3C.2b Identify and perform roles that contribute to one's local community.

SOCIAL SCIENCE – 5th GRADE**INQUIRY SKILLS***Constructing Essential Questions*

SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.

Constructing Supporting Questions

SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry.

Determining Helpful Sources

SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions.

Gathering and Evaluating Sources

SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

Developing Claims and Using Evidence

SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.

Communicating Conclusions

SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

Critiquing Conclusions

SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems.

Taking Informed Action

SS.IS.8.3.3-5 Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.

CIVICS*Civic and Political Institutions*

SS.CV.1.5 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

SS.CV.2.5 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

SS.CV.3.5 Compare the origins, functions, and structure of different systems of government.

Processes, Rules, and Laws

SS.CV.4.5 Explain how policies are developed to address public problems.

ECONOMICS AND FINANCIAL LITERACY*Exchange and Markets*

SS.EC.1.5 Analyze why and how individuals, businesses, and nations around the world specialize and trade.

National and Global Economy

SS.EC.2.5 Discover how positive incentives (e.g., sale prices and earning money) and negative incentives.

SS.EC.3.5 Determine the ways in which the government pays for the goods and services it provides.

Financial Literacy

SS.EC.FL.1.5 Explain that interest is the price the borrower pays for using someone else's money.

GEOGRAPHY*Human-Environment Interaction*

SS.G.1.5 Investigate how the cultural and environmental characteristics of places within the United States change over time.

Human Population

SS.G.3.5 Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.

Global Interconnections

SS.G.4.5 Compare the environmental characteristics of the United States to other world regions.

HISTORY*Change, Continuity, and Context*

SS.H.1.5 Create and use a chronological sequence of related events to compare developments that happened at the same time.

Historical Sources and Evidence

SS.H.2.5 Use information about a historical source—including the maker, date, place of origin, intended audience, and purpose—to judge the extent to which the source is useful for studying a particular topic.

Causation and Argumentation

SS.H.3.5 Explain probable causes and effects of events and developments in U.S. history.

RESOURCES TO SUPPORT THE STANDARDS

Illinois Classrooms in Action
www.ilclassroomsinaction.org

Illinois Teach & Talk Math
www.ilteachandtalk.org

Illinois Writing Matters
www.ilwritingmatters.org

Illinois Stats Math
www.ilstats.weebly.com

Illinois Standards-Based Reporting Website
<http://www.isbestandardsbasedreporting.com/>

Achieve the Core
www.achievethecore.org

Illustrative Mathematics
<https://www.illustrativemathematics.org/>

EdReports
<http://www.edreports.org/>

Tools for the Common Core Standards
<http://commoncoretools.me/>

Freddie Phonics
<http://textproject.org/classroom-materials/>

Library of Congress
<http://www.loc.gov/teachers/>

NewsELA
www.newsela.org
 (Lower ranges of Lexile available after signing up at the bottom of website.)

Ohio Resource Center
<http://www.ohiorc.org/>

COMPLETE ILLINOIS LEARNING STANDARDS

English Language Arts
http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf

Fine Arts ***Public review DRAFT***
<http://illinoisartslearning.org/#report-and-standards>

Mathematics
http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf

Science
<http://www.nextgenscience.org/>

Physical Development/ Health
<http://www.isbe.net/ils/pdh/standards.htm>

Social and Emotional Learning
http://www.isbe.net/ils/social_emotional/standards.htm

Social Science
http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf

PARCC Resources

PARCC Tests – ELA, Math, Systems...
<http://parcc.pearson.com/>

Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources)
<https://prc.parcconline.org/>

Main page and links to evidence statement tables (and other resources)
<http://parconline.org/>

ISBE PARCC Place
<http://www.isbe.net/parcc-place/>