

**WSFCS English/Language Arts Standards for Fifth Grade**

<b>First Quarter Expectations</b>	<b>Second Quarter Expectations</b>	<b>Third Quarter Expectations</b>	<b>Fourth Quarter Expectations</b>
<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Expands and refines vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues to assist comprehension</li> <li>• Identifies key vocabulary from the text to support comprehension</li> <li>• Monitors comprehension and extend vocabulary</li> <li>• Reads independently, daily from self-selected materials(consistent with the student’s independent reading level) to increase fluency, build background knowledge, and vocabulary skills</li> <li>• Makes inferences about fictional and non-fictional text</li> <li>• Integrates main idea and supporting details from multiple resources to expand understanding of text</li> <li>• Reads grade level appropriate text with fluency</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads a variety of texts including fiction, non-fiction, poetry, information text, consumer materials</li> <li>• Interacts with text to make generalizations and draw logical conclusions based on information in the text and reader’s experiences</li> <li>• Identifies elements of fiction and non-fiction and support by referencing the text to determine plot, author’s and author’s choice of words</li> <li>• Explains and evaluates relationships that are causal, hierarchical, temporal, and problem-solution</li> <li>• Listens actively to evaluate information and make judgments</li> <li>• Identifies strategies used by a speaker or writer to inform, entertain, or influence an audience</li> <li>• Justifies evaluation of characters and events from different selections and cites supporting evidence</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads grade level text fluently</li> <li>• Uses a variety of strategies to comprehend fiction and non-fiction including predicting, asking questions, summarizing main ideas, understanding cause/effect relationships and making inferences</li> <li>• Identifies elements of fiction and non-fiction and support by referencing the text to determine the effectiveness of figurative language</li> <li>• Evaluates the usefulness and quality of information and ideas based on purpose, experiences, text, and graphics</li> <li>• Listens actively and critically by asking questions, delving deeper into the text, and elaborating on the information and ideas presented</li> <li>• Makes informed judgment by analyzing stereotyping and media techniques</li> </ul>	<p><b>*Reading:</b></p> <ul style="list-style-type: none"> <li>• Determines the impact of word choice on author’s message</li> <li>• Continues to read grade level text fluently</li> <li>• Uses comprehension skills and strategies to understand text</li> <li>• Compares elements across multiple texts</li> <li>• Reads and comprehends a variety of texts including fiction (including tall tales, myths, and legends), nonfiction (content materials, magazines, newspapers, consumer materials), poetry (narrative, lyric, and cinquains)</li> <li>• Models the use of literary devices such as flashback and flash-forward</li> <li>• Evaluates inferences, conclusions, and generalizations and provides evidence by referencing the text</li> <li>• Conducts research using multiple resources</li> </ul>

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<b>First Quarter Expectations</b>	<b>Second Quarter Expectations</b>	<b>Third Quarter Expectations</b>	<b>Fourth Quarter Expectations</b>
<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Participates in all phases of the writing process and selects a variety of compositions for publication</li> <li>• Uses oral and written language to formulate hypotheses</li> <li>• Uses a variety of strategies to plan and organize writing and speaking tasks considering audience, purpose, and timeline</li> <li>• Composes a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content</li> <li>• Composes a variety of fiction, nonfiction, poetry, and dramas using self-selected topic and format- poetry, research reports, news articles, letters to the editor, business letters</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Uses oral and written language to present and support arguments</li> <li>• Uses the oral and written presentations to inform or persuade and selecting vocabulary for impact</li> <li>• Elaborates information in speaking and writing by using prepositional phrases, transitions, and conjunctions</li> <li>• Proofreads for accuracy of spelling using appropriate strategies to confirm spelling and correct errors</li> <li>• Creates reasonable documents through legible handwriting (cursive) and word processing</li> <li>• Revises written work, focusing on aspects of writing such as organization, word choice, and clarity</li> <li>• Uses media and technology as a tool in writing</li> <li>• Spells correctly most commonly used words</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding in speaking and writing by using action verbs and appropriate pronouns</li> <li>• Determines the impact of word choice on written and spoken language</li> <li>• Edits final product for grammar, language, conventions, and format</li> <li>• Uses technology as a tool to enhance and/or publish a written product</li> <li>• Uses images and/or words that are precise, engaging , and well-suited to the purpose, audience, and content</li> <li>• Uses a variety of well-crafted sentences that establish relationships between and among ideas and statements</li> <li>• Uses elaboration to create a convincing argument</li> <li>• Uses appropriate details that are relevant to the main idea</li> </ul>	<p><b>*Language Arts:</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate and correct sentence structure in writing</li> <li>• Maintains a focus on the topic/subject throughout the response</li> <li>• Exhibits skillful use of vocabulary that is precise and purposeful</li> <li>• Demonstrates skillful use of sentence fluency</li> <li>• Exhibits reasonable control of standard usage including agreement, tense, and case</li> <li>• Exhibits reasonable control of mechanics including use of capitalization, punctuation, and spelling</li> <li>• Uses oral and written language to influence the thinking of others</li> <li>• Composes a variety of fiction, nonfiction, poetry, and dramas that convey a message and are appropriate for the target audience</li> <li>• Creates readable documents through legible handwriting and word processing</li> </ul>

### WSFCS Mathematics Standards for Fifth Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops number sense for whole numbers and decimals (0.001 through 999,999)               <ol style="list-style-type: none"> <li>1. Connects model, number word, and number using a variety of representations</li> <li>2. Builds understanding of place value (thousandths through hundred thousands)</li> <li>3. Compares and orders whole numbers and decimals</li> <li>4. Estimates whole numbers and decimals in appropriate situations</li> </ol> </li> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul> <p><u><b>Algebra</b></u></p> <ul style="list-style-type: none"> <li>• Uses expressions and one-step equations to solve problems</li> </ul> <p><u><b>Data Analysis &amp; Probability</b></u></p> <ul style="list-style-type: none"> <li>• Collects, organizes, analyzes, and displays data (including stem-and-leaf plots) to solve problems</li> <li>• Compares and contrasts different ways to represent the same data; discusses effectiveness of each representation</li> <li>• Solves problems from a single set or multiple sets of data using median, range and mode</li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Develops number sense for fractions and decimals               <ol style="list-style-type: none"> <li>1. Connects model, number word, and number using a variety of representations</li> <li>2. Compares and orders</li> <li>3. Estimates fractions/decimals in appropriate situations</li> </ol> </li> <li>• Develops fluency with adding and subtracting fractions through multiple strategies               <ol style="list-style-type: none"> <li>1. Halves, fourths, eighths;</li> <li>2. Thirds, sixths, twelfths;</li> <li>3. Fifths, tenths;</li> <li>4. Mixed numbers</li> </ol> </li> <li>• Develops fluency with adding and subtracting decimals through multiple strategies               <ol style="list-style-type: none"> <li>1. Tenths</li> <li>2. Hundredths</li> <li>3. Thousandths</li> <li>4. Mixed numbers</li> </ol> </li> <li>• Estimates sums and differences for fractions and decimals</li> <li>• Judges reasonableness of solutions</li> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul> <p><u><b>Measurement</b></u></p> <ul style="list-style-type: none"> <li>• Identifies, estimates, and measures angles of plane figures</li> <li>• Estimates measurements from one system to another (customary and metric systems)</li> </ul> <p><u><b>Geometry</b></u></p> <ul style="list-style-type: none"> <li>• Identifies, defines, describes and represents triangles, quadrilaterals, and other polygons</li> <li>• Makes and tests predictions about properties of polygons; solves problems involving properties (sum of measures of interior angles; lengths of sides and diagonals; parallel and perpendicular sides and diagonals)</li> <li>• Classifies plane figures by symmetry (line, rotational)</li> </ul>	<p><b>*Mathematics:</b>  <u><b>Number &amp; Operations</b></u></p> <ul style="list-style-type: none"> <li>• Solves problems using multiple strategies and mental computation, estimation, calculators, computers, and paper and pencil</li> </ul> <p><u><b>Algebra</b></u></p> <ul style="list-style-type: none"> <li>• Describes, extends, and generalizes number patterns using               <ol style="list-style-type: none"> <li>1. Tables</li> <li>2. Graphs</li> <li>3. Words</li> <li>4. Symbols</li> </ol> </li> <li>• Describes, extends, and generalizes geometric patterns using               <ol style="list-style-type: none"> <li>1. Tables</li> <li>2. Graphs</li> <li>3. Words</li> <li>4. Symbols</li> </ol> </li> <li>• Uses one-step inequalities to solve problems</li> <li>• Identifies, describes, and analyzes situations involving constant or varying rates of change</li> </ul>

**WSFCS Science NCSCOS (Revised 2004) Standards for Fifth Grade**

<b>First Quarter Expectations</b>	<b>Second Quarter Expectations</b>	<b>Third Quarter Expectations</b>	<b>Fourth Quarter Expectations</b>
<p><b>*Science:</b>  <b>Conducts investigations to build an understanding of the interdependence of plants and animals</b></p> <ul style="list-style-type: none"> <li>• Describes and compares several common ecosystems (communities of organisms and their interaction with the environment)</li> <li>• Identifies and analyzes the functions of organisms within the population of the ecosystem: producers, consumers, and decomposers</li> <li>• Explains why an ecosystem can support a variety of organisms</li> <li>• Discusses and determines the role of light, temperature, and soil composition in an ecosystem's capacity to support life</li> <li>• Determines the interaction of organisms within an ecosystem</li> <li>• Explains and evaluates some ways that humans affect ecosystems: habitat reduction due to development, pollutants, and increased nutrients</li> <li>• Determines how materials are recycled in nature</li> </ul>	<p><b>*Science:</b>  <b>Makes observations and conducts investigations to build an understanding of landforms</b></p> <ul style="list-style-type: none"> <li>• Identifies and analyzes forces that cause change in landforms over time including: water and ice wind, and gravity</li> <li>• Investigates and discusses the role of the water cycle and how movement of water over and through the landscape helps shape land forms</li> <li>• Discusses and considers the wearing away and movement of rock and soil in erosion and its importance in forming: canyons, valleys, meanders, and tributaries</li> <li>• Describes the deposition of eroded material and its importance in establishing landforms including deltas and flood plains</li> <li>• Discusses how the flow of water and the slope of the land affect erosion</li> <li>• Identifies and uses models, maps, and aerial photographs as ways of representing landforms</li> <li>• Discusses and analyzes how humans influence erosion and deposition in local communities, including school grounds, as a result of: clearing land, planting vegetation, and building dams</li> </ul>	<p><b>*Science:</b>  <b>Conducts investigations and uses appropriate technology to build an understanding of weather and climate</b></p> <ul style="list-style-type: none"> <li>• Investigates the water cycle including the processes of: evaporation, condensation, precipitation, and run-off</li> <li>• Discusses and determines how the following are affected by predictable patterns of weather: temperature, wind direction and speed, precipitation, cloud cover, and air pressure</li> <li>• Describes and analyzes the formation of various types of clouds and discuss their relation to weather systems</li> <li>• Explains how global atmospheric movement patterns affect local weather</li> <li>• Compiles and uses weather data to establish a climate record and reveals any trends</li> <li>• Discusses and determines the influence of geography on weather and climate (mountains, sea breezes, and water bodies)</li> </ul>	<p><b>*Science:</b>  <b>Conducts investigations and uses appropriate technologies to build an understanding of forces and motion in technological designs</b></p> <ul style="list-style-type: none"> <li>• Determines the motion of an object by following and measuring its position over time</li> <li>• Evaluates how pushing or pulling forces can change the position and motion of an object</li> <li>• Explains how energy is needed to make machines move (moving air and gravity)</li> <li>• Determines that an unbalanced force is needed to move an object or change its direction</li> <li>• Determines factors that affect motion include: force, friction, inertia, and momentum</li> <li>• Builds and uses a model to solve a mechanical design problem (devises a test for the model and evaluate the results of test)</li> <li>• Determines how people use simple machines to solve problems</li> </ul>

**WSFCS Social Studies Essential Standards for Fifth Grade**

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p><b>*Social Studies:</b>  <b>Understands the development, structure and function of government in the United States</b></p> <ul style="list-style-type: none"> <li>Explains how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, and British).</li> <li>Summarizes the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).</li> <li>Analyzes historical documents that shaped the foundation of the United States Government.</li> </ul> <p><b>Analyzes life in a democratic republic through rights and responsibilities of citizens</b></p> <ul style="list-style-type: none"> <li>Understands the values and principles of a democratic republic</li> <li>Analyzes the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights)</li> <li>Provides examples of ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution</li> <li>Explains why civic participation is important in the United States</li> </ul>	<p><b>*Social Studies:</b>  <b>Analyzes the chronology of key events in the United States.</b></p> <ul style="list-style-type: none"> <li>Evaluates the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears, and leadership)</li> <li>Summarizes the political, economic and social aspects of colonial life in the thirteen colonies</li> <li>Analyzes the impact of major conflicts, battles, and wars on the development of our nation through Reconstruction</li> </ul>	<p><b>*Social Studies:</b>  <b>Understands how human activity has and continues to shape the United States.</b></p> <ul style="list-style-type: none"> <li>Explains the impact of the physical environment on early settlements in the New World</li> <li>Explains the positive and negative effects of human activity on the physical environment of the United States, past and present</li> <li>Explains how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations</li> <li>Explains migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came)</li> </ul> <p><b>Understands how increased diversity resulted from migration, settlement patterns and economic development in the United States.</b></p> <ul style="list-style-type: none"> <li>Analyzes the change in leadership, cultures and everyday life of American Indian groups before and after European exploration</li> <li>Provides examples of how the interactions of various groups have resulted in borrowing and sharing of traditions and technology</li> <li>Explains how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States</li> <li>Understands how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups</li> </ul>	<p><b>*Social Studies:</b>  <b>Understands how a market economy impacts life in the United States</b></p> <ul style="list-style-type: none"> <li>Summarizes the role of international trade between the United States and other countries through Reconstruction</li> <li>Explains the impact of production, specialization, technology and division of labor on the economic growth of the United States</li> <li>Explains the importance of developing a basic budget for spending and saving</li> </ul> <p><b>Understands that personal choices result in benefits or consequences</b></p> <ul style="list-style-type: none"> <li>Explains the importance of developing a basic budget for spending and saving</li> <li>Evaluates the costs and benefits of spending, borrowing and saving.</li> </ul>

**WSFCS Enrichment Areas Throughout the Year for Fifth Grade**

<p><b>*Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Creates art that reflects personal voice and appropriate choice of media for the creation of meaningful art</li> <li>• Uses ideas and imagery from the global environment as sources for creating art</li> <li>• Exemplifies how information and skills learned in visual arts can be applied in other disciplines</li> <li>• Creates realistic, imaginative, abstract, and non-objective art</li> <li>• Critiques personal art based on established lesson criteria and expressive qualities</li> <li>• Consistently demonstrates an understanding of concepts taught in the classroom</li> <li>• Creates art using a variety of tools, media, and processes safely</li> </ul>	<p><b>*Music</b></p> <ul style="list-style-type: none"> <li>• Reads whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4 and 6/8 meters</li> <li>• Identifies notated pitches in the treble and/or bass clef</li> <li>• Participates in class through singing, moving, classroom activities and the playing of instruments</li> </ul>	<p><b>*Physical Education/Healthful Living</b></p> <ul style="list-style-type: none"> <li>• Gives and accepts feedback from others to help improve performing striking, dribbling, throwing, catching and other sports skills</li> <li>• Gives and accepts feedback on sportsmanship issues appropriately</li> <li>• Demonstrates the ability to perform a self-paced aerobic activity</li> <li>• Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for 30 minutes or longer during and outside of school</li> <li>• Understands all 5 health-related fitness assessments and shows improvement on one or more self-selected items</li> <li>• Understands all five obesity prevention health behaviors and self-selects one or more behaviors to monitor over time.</li> <li>• Understands the concepts of MyPlate in relationship to healthy food choices from all of the food groups</li> <li>• Applies combinations of manipulative skills (e.g., rebounding a basketball and passing it to an open player) in lead up games</li> <li>• Throws to a partner while moving/catches a ball while moving at varying distances</li> <li>• Uses and applies sport skill rubrics to increase skill development</li> <li>• Demonstrates the appropriate use of levels in drill and lead-up situations</li> <li>• Designs and performs a dance or other movement routine combining locomotor patterns</li> </ul>
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