

ELEMENTARY SCHOOL

FIFTH GRADE

SCOPE AND SEQUENCE

FIFTH ENGLISH & READING

FIFTH MATH

FIFTH SCIENCE

FIFTH SOCIAL STUDIES

English Language Arts and Reading, Grade 5

First Six Weeks :: The student is expected to...

- apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).[6.A]
- use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6).[6.B]
- locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).[6.C]
- read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5).[7.A]
- demonstrate characteristics of fluent and effective reading (4-6).[7.C]
- determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8).[9.D]
- write to entertain such as to compose humorous poems or short stories (4-8).[15.D]
- choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).[15.F]
- use literary devices effectively such as suspense, dialogue, and figurative language (5-8).[15.G]
- write legibly by selecting cursive or manuscript as appropriate (4-8).[16.A]
- capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).[16.B]
- write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5).[18.B]
- use conjunctions to connect ideas meaningfully (4-5).[18.F]
- generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8).[19.A]
- develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).[19.B]
- refine selected pieces frequently to "publish" for general and specific audiences (4-8).[19.G]

Second Six Weeks :: The student is expected to...

- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm) (5). [7.B]
- develop vocabulary by listening to selections read aloud (4-8).[9.A]
- draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).[9.B]
- use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8).[9.C]
- study word meanings systematically such as across curricular content areas and through current events (4-8). [9.E]
- find similarities and differences across texts such as in treatment, scope, or organization (4-8).[10.I]
- distinguish fact and opinion in various texts (4-8).[10.J]
- answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8).[10.K]
- interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).[11.B]
- connect, compare, and contrast ideas, themes, and issues across text (4-8).[11.D]
- write to influence such as to persuade, argue, and request (4-8).[15.B]
- write to inform such as to explain, describe, report, and narrate (4-8).[15.C]
- write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6).[17.A]
- use resources to find correct spellings (4-8).[17.C]
- use regular and irregular plurals correctly (4-6).[18.A]

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- employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).[18.C]
- use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).[18.D]
- write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5).[18.H]
- revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8).[19.C]
- select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8). [19.I]
- analyze published examples as models for writing (4-8).[20.D]
- review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8). [20.E]

Third Six Weeks :: The student is expected to...

- read silently with increasing ease for longer periods (4-8).[7.F]
- use his/her own knowledge and experience to comprehend (4-8).[10.A]
- establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).[10.B]
- determine a text's main (or major) ideas and how those ideas are supported with details (4-8).[10.F]
- paraphrase and summarize text to recall, inform, or organize ideas (4-8).[10.G]
- represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).[10.L]
- offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8). [11.A]
- write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6).[17.B]
- spell accurately in final drafts (4-8).[17.D]
- use prepositional phrases to elaborate written ideas (4-8).[18.E]
- write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8).[18.G]
- revise drafts for coherence, progression, and logical support of ideas (4-8).[19.D]
- edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).[19.E]
- use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).[19.F]
- proofread his/her own writing and that of others (4-8).[19.H]
- apply criteria to evaluate writing (4-8).[20.A]
- respond in constructive ways to others' writing (4-8).[20.B]
- evaluate how well his/her own writing achieves its purposes (4-8).[20.C]

Fourth Six Weeks :: The student is expected to...

- select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).[8.B]
- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).[8.C]
- monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).[10.C]
- describe mental images that text descriptions evoke (4-8).[10.D]
- use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).[10.E]
- draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).[10.H]
- support responses by referring to relevant aspects of text and his/her own experiences (4-8).[11.C]
- recognize and analyze story plot, setting, and problem resolution (4-8).[12.I]

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Fifth Six Weeks :: The student is expected to...

- read classic and contemporary works (2-8).[8.A]
- judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5).[12.A]
- recognize that authors organize information in specific ways (4-5).[12.B]
- identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).[12.C]
- recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).[12.D]
- analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).[12.H]
- describe how the author's perspective or point of view affects the text (4-8).[12.J]

Sixth Six Weeks :: The student is expected to...

- adjust reading rate based on purposes for reading (4-8).[7.D]
- read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8). [7.E]
- compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).[12.E]
- understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).[12.G]
- compare text events with his/her own and other readers' experiences (4-8).[14.A]
- determine distinctive and common characteristics of cultures through wide reading (4-8).[14.B]
- articulate and discuss themes and connections that cross cultures (4-8).[14.C]

Mathematics, Grade 5

First Six Weeks :: The student is expected to...

- use place value to read, write, compare, and order whole numbers through the 999,999,999,999.[1.A]
- use place value to read, write, compare, and order decimals through the thousandths place.[1.B]
- use addition and subtraction to solve problems involving whole numbers and decimals.[3.A]
- use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).[3.B]
- use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.[3.C]
- use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.[4.A]
- identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.[5.B]

Second Six Weeks :: The student is expected to...

- generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$. [2.A]
- identify common factors of a set of whole numbers.[3.D]
- model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.[3.E]

Third Six Weeks :: The student is expected to...

- generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.[2.B]
- compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.[2.C]
- use models to relate decimals to fractions that name tenths, hundredths, and thousandths.[2.D]
- identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.[7.A]
- sketch the results of translations, rotations, and reflections on a Quadrant I coordinate grid.[8.A]
- identify the transformation that generates one figure from the other when given two congruent figures on a Quadrant I coordinate grid.[8.B]
- locate and name points on a coordinate grid using ordered pairs of whole numbers.[9.A]
- connect models for perimeter, area, and volume with their respective formulas.[10.B]
- select and use appropriate units and formulas to measure length, perimeter, area, and volume.[10.C]
- solve problems involving changes in temperature.[11.A]
- identify the mathematics in everyday situations.[14.A]
- solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.[14.B]
- select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and.[14.C]
- use tools such as real objects, manipulatives, and technology to solve problems.[14.D]
- explain and record observations using objects, words, pictures, numbers, and technology.[15.A]
- relate informal language to mathematical language and symbols.[15.B]
- make generalizations from patterns or sets of examples and nonexamples.[16.A]
- justify why an answer is reasonable and explain the solution process.[16.B]

Fourth Six Weeks :: The student is expected to...

- describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams. [5.A]
- select from and use diagrams and equations such as $y = 5 + 3$ to represent meaningful problem situations.[6.A]
- perform simple conversions within the same measurement system (SI (metric) or customary).[10.A]
- solve problems involving elapsed time.[11.B]
- use fractions to describe the results of an experiment.[12.A]
- use experimental results to make predictions.[12.B]
- list all possible outcomes of a probability experiment such as tossing a coin.[12.C]
- use tables of related number pairs to make line graphs.[13.A]
- describe characteristics of data presented in tables and graphs including median, mode, and range.[13.B]
- graph a given set of data using an appropriate graphical representation such as a picture or line graph.[13.C]

Science, Grade 5

First Six Weeks :: The student is expected to...

- demonstrate safe practices during field and laboratory investigations.[1.A]
- plan and implement descriptive and simple experimental investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.[2.A]
- collect information by observing and measuring.[2.B]
- analyze and interpret information to construct reasonable explanations from direct and indirect evidence.[2.C]
- communicate valid conclusions.[2.D]
- construct simple graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate information.[2.E]
- analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.[3.A]
- draw inferences based on information related to promotional materials for products and services.[3.B]
- represent the natural world using models and identify their limitations.[3.C]
- evaluate the impact of research on scientific thought, society, and the environment.[3.D]
- connect Grade 5 science concepts with the history of science and contributions of scientists.[3.E]
- collect and analyze information using tools including calculators, microscopes, cameras, sound recorders, computers, hand lenses, rulers, thermometers, compasses, balances, hot plates, meter sticks, timing devices, magnets, collecting nets, and safety goggles.[4.A]
- demonstrate that repeated investigations may increase the reliability of results.[4.B]

Second Six Weeks :: The student is expected to...

- describe some cycles, structures, and processes that are found in a simple system.[5.A]
- describe some interactions that occur in a simple system.[5.B]
- describe and compare life cycles of plants and animals.[6.C]
- compare the adaptive characteristics of species that improve their ability to survive and reproduce in an ecosystem.[9.A]
- analyze and describe adaptive characteristics that result in an organism's unique niche in an ecosystem.[9.B]
- predict some adaptive characteristics required for survival and reproduction by an organism in an ecosystem. [9.C]
- identify traits that are inherited from parent to offspring in plants and animals.[10.A]
- give examples of learned characteristics that result from the influence of the environment.[10.B]

Third Six Weeks :: The student is expected to...

- make wise choices in the use and conservation of resources and the disposal or recycling of materials.[1.B]
- identify the significance of the water, carbon, and nitrogen cycles.[6.B]
- identify past events that led to the formation of the Earth's renewable, non-renewable, and inexhaustible resources.[11.C]

Fourth Six Weeks :: The student is expected to...

- classify matter based on its physical properties including magnetism, physical state, and the ability to conduct or insulate heat, electricity, and sound.[7.A]
- demonstrate that some mixtures maintain the physical properties of their ingredients.[7.B]
- identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving sugar in water.[7.C]
- observe and measure characteristic properties of substances that remain constant such as boiling points and melting points.[7.D]
- differentiate among forms of energy including light, heat, electrical, and solar energy.[8.A]
- identify and demonstrate everyday examples of how light is reflected, such as from tinted windows, and refracted, such as in cameras, telescopes, and eyeglasses.[8.B]
- demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects.[8.C]
- verify that vibrating an object can produce sound.[8.D]

Science, Grade 5

Fifth Six Weeks :: The student is expected to...

- describe some cycles, structures, and processes that are found in a simple system.[5.A]
- describe some interactions that occur in a simple system.[5.B]
- identify events and describe changes that occur on a regular basis such as in daily, weekly, lunar, and seasonal cycles.[6.A]
- identify and observe actions that require time for changes to be measurable, including growth, erosion, dissolving, weathering, and flow.[11.A]
- draw conclusions about "what happened before" using data such as from tree-growth rings and sedimentary rock sequences.[11.B]
- interpret how land forms are the result of a combination of constructive and destructive forces such as deposition of sediment and weathering.[12.A]
- describe processes responsible for the formation of coal, oil, gas, and minerals.[12.B]
- identify the physical characteristics of the Earth and compare them to the physical characteristics of the moon. [12.C]
- identify gravity as the force that keeps planets in orbit around the Sun and the moon in orbit around the Earth. [12.D]

Social Studies, Grade 5

First Six Weeks :: The student is expected to...

- identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.[4.G]
- describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.[7.A]
- describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics.[7.B]
- explain the economic patterns of various early Native-American groups in the United States.[10.A]
- describe how the free enterprise system works in the United States.[12.B]
- give examples of the benefits of the free enterprise system in the United States.[12.C]
- explain how supply and demand affects consumers in the United States.[13.A]
- analyze how people in different parts of the United States earn a living, past and present.[14.A]
- identify and explain how geographic factors have influenced the location of economic activities in the United States.[14.B]
- explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant.[18.A]
- recite and explain the meaning of the Pledge of Allegiance.[18.C]
- describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.[18.D]
- explain how individuals can participate in civic affairs and political parties at the national level.[19.A]
- analyze the role of the individual in national elections.[19.B]
- explain how to contact elected and appointed leaders in the national governments.[19.D]
- identify leaders in the national governments, including the president and selected members of Congress, and their political parties.[20.A]
- identify and compare leadership qualities of national leaders, past and present.[20.B]

Second Six Weeks :: The student is expected to...

- explain when, where, and why groups of people colonized and settled in the United States.[1.A]
- describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.[1.B]
- explain the economic patterns of early European colonists.[10.B]
- identify the economic motivations for European exploration and settlement in the United States.[11.A]

Third Six Weeks :: The student is expected to...

- identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington.[2.A]
- analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party.[2.B]
- summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions.[2.C]
- identify major industries of colonial America.[11.B]
- describe the development of the free enterprise system in colonial America and the United States.[12.A]
- evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.[13.B]
- compare the systems of government of early European colonists.[15.A]
- identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.[15.B]
- identify significant individuals such as Cesar Chavez and Benjamin Franklin who modeled active participation in the democratic process.[19.C]
- identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States.[23.A]
- describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States.[23.B]

Social Studies, Grade 5

Fourth Six Weeks :: The student is expected to...

- identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution.[3.A]
- summarize the events that led to the creation of the U.S. Constitution.[3.B]
- identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States.[4.A]
- apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.[6.A]
- translate geographic data into a variety of formats such as raw data to graphs and maps.[6.B]
- identify and describe the types of settlement and patterns of land use in the United States.[8.A]
- describe clusters of settlement in the United States and explain their distribution.[8.B]
- analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present.[8.C]
- explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.[8.D]
- describe ways people have adapted to and modified their environment in the United States, past and present. [9.A]
- identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.[9.B]
- analyze the consequences of human modification of the environment in the United States, past and present. [9.C]
- identify the purposes and explain the importance of the Declaration of Independence.[16.A]
- explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.[16.B]
- identify and explain the basic functions of the three branches of government.[17.A]
- identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.[17.B]
- distinguish between national and state governments and compare their responsibilities in the U.S. federal system.[17.C]
- sing or recite The Star-Spangled Banner and explain its history.[18.B]
- summarize the reasons for the creation of the Bill of Rights.[21.A]
- describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government.[21.B]
- describe important due process rights including trial by jury and the right to an attorney.[21.C]
- summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.[21.D]
- identify significant examples of art, music, and literature from various periods in U.S. history.[22.A]
- explain how examples of art, music, and literature reflect the times during which they were created.[22.B]
- summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity. [23.C]
- describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan.[24.A]
- organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.[25.C]
- identify the elements of frame of reference that influenced the participants in an event.[25.E]
- use appropriate mathematical skills to interpret social studies information such as maps and graphs.[25.F]
- incorporate main and supporting ideas in verbal and written communication.[26.B]
- express ideas orally based on research and experiences.[26.C]
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.[26.D]
- use standard grammar, spelling, sentence structure, and punctuation.[26.E]

Social Studies, Grade 5

Fifth Six Weeks :: The student is expected to...

- identify reasons people moved west.[4.B]
- identify examples of U.S. territorial expansion.[4.C]
- describe the causes and effects of the Civil War.[4.D]
- explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution. [4.E]
- differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas.[25.A]
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.[25.B]
- identify different points of view about an issue or topic.[25.D]
- use social studies terminology correctly.[26.A]

Sixth Six Weeks :: The student is expected to...

- explain how industry and the mechanization of agriculture changed the American way of life.[4.F]
- analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression.[5.A]
- identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.[5.B]
- locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.[7.C]
- analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.[14.C]
- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.[14.D]
- analyze how developments in transportation and communication have influenced economic activities in the United States.[14.E]
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.[14.F]
- identify how scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries have advanced the economic development of the United States.[24.B]
- explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.[24.C]
- analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers.[24.D]
- predict how future scientific discoveries and technological innovations could affect life in the United States.[24.E]
- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. [27.A]
- use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.[27.B]