

Fifth Grade Curriculum Performance Indicators—for 2009-2010

And Jesus grew in wisdom and stature, and in favor with God and Men. Luke 2:52

Curriculum Publishers

ABeka

Aims

Math Solutions

State and National Standards

Skills and objectives from the Fourth Grade Curriculum are continued or extended.

Students will be able to do the following in these areas:

Spiritual Development

- Understand God's wisdom and relate it to personal choices and events
- Explain Salvation and discipleship
- Memorize and compare Bible verses and stories
- Explain parables and how they relate to living today
- Test of Biblical knowledge through teacher-made and standard tests

Social Development

- Understand that people are more alike than different
- Help with conflict resolution between and among peers
- Help to establish classroom rules and routines
- Explain the necessity for laws and rules of conduct
- Demonstrate acceptable manners

Physical Development

- Perform tasks that require gross motor skills and strength
- Develop body and spatial awareness
- Perform tasks that require small-muscle strength and control
- Practice health and safety habits that are age appropriate

Intellectual Development

• Language and Literacy

- Demonstrating comprehension and showing evidence of a warranted and responsible explanation of a variety of literary and informal texts

Literary

- Identify and analyze the elements of setting, characterization, and conflict in plot
- Identify and analyze the structural elements particular to dramatic literature (acts, scenes, cast of characters, stage directions) in the plays read, viewed, written, and performed
- Identify and analyze the similarities and differences between a narrative text and film or play version
- Relate literary work to information about its setting (historically or culturally)
- Identify imagery, figurative language (personification, metaphor simile, hyperbole), rhythm, or flow when responding to literature
- Identify and analyze the author's use of dialogue and description
- Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated
- Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry
 - Sound (alliteration, onomatopoeia, rhyme scheme)
 - Figurative language (personification, metaphor, simile, hyperbole)
 - Graphics (capital letters, line length)
- Make judgments and inferences about setting, characters, and events and support them with elaborating and convincing evidence from the text
- Identify similarities and differences between the characters or events in a literary work and the actual experiences in the author's life
- Identify common structures and stylistic elements (hyperbole, refrain, simile) in traditional literature

Informational Text

- Locate facts that answer the reader's questions
 - Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary)
 - Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, and illustrations)
 - Identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification schemes)
 - Distinguish cause from effect in context
 - Identify and analyze main ideas, supporting ideas, and supporting details
 - Make perceptive and well-developed connections
 - Relate new information to prior knowledge and experience and make connections to related topics or information
- Developing the ability to read 25 books or equivalent (approximately 1,000,000 words) per year that are age appropriate and diverse
 - Demonstrating and understanding of and acquiring new vocabulary and using it correctly in reading and writing
 - Read a variety of texts and incorporate new words into oral and written language
 - Determine the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes
 - Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses
 - Identify the meaning of common prefixes
 - Identify the meaning of common idioms and figurative phrases
 - Identify the playful uses of language (puns, jokes, palindromes)
 - Recognize and use words with multiple meanings and determine which meaning is intended from the context of the sentence
 - Identify and apply the meaning of the terms antonym, synonym, and homophone
 - Reading accurately and aloud (95%) of familiar material in a variety of genres that are age appropriate
 - Use letter-sound knowledge to decode written English and use a range of cueing system to determine pronunciation and meaning
 - Use self-correction when subsequent reading indicates an earlier miscue
 - Read with a rhythm, flow, and meter that sounds like everyday speech
 - Demonstrating competency in producing writing that establishes an appropriate organizational structure, sets a context, engages the reader, maintains a coherent focus and signals a satisfying closure
 - Select a focus, an organizational structure, and a point of view based on purpose, genre, expectations, audience, length, and format requirements
 - Write texts of a length appropriate to address the topic or tell the story
 - Use traditional structures for conveying information (chronological order, cause and effect, similarity and difference, and posing and answering a question)
 - Use appropriate structures to ensure coherence
 - Demonstrates competency in a variety of genres
 - Engage the reader by establishing a context, creating a point of view, and otherwise developing reader interest
 - Establish a plot, setting, and conflict, and/or the significance of events
 - Create an organizing structure
 - Include sensory details and concrete language to develop plot and character
 - Exclude extraneous details and inconsistencies
 - Develop complex characters through actions describing the motivation of characters and character conversation
 - Use a range of appropriate narrative strategies such as dialogue, tension, or suspense
 - Provide a sense of closure to the writing
 - Lift the level of language using appropriate strategies including word choice
 - Informational Writing
 - Engage the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest
 - Develop controlling ideas that convey a perspective on a subject

- Create an organizing structure appropriate to a specific purpose, audience, and context
 - Include appropriate facts and details
 - Exclude extraneous details and inappropriate information
 - Use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote
 - Use more than one source of information
 - Provide a sense of closure to the writing
 - Lift the level of language using appropriate strategies including word choice
- Response to Literature
 - Engage the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest
 - Advance a judgment that is interpretive, evaluative, or reflective
 - Support judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge
 - Develop interpretations that exhibit careful reading and demonstrate an understanding of the literary work
 - Excludes extraneous details and inappropriate information
 - Provide a sense of closure to the writing
 - Lift the level of language using appropriate strategies including word choice
- Persuasive Essay
 - Engage the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest
 - State a clear position
 - Support a position with relevant evidence
 - Create an organizing structure appropriate to a specific purpose, audience, and context
 - Address reader concerns
 - Excludes extraneous details and inappropriate information
 - Provide a sense of closure to the writing
 - Raise the level of language using appropriate strategies including word choice
- Using research and technology to support writing
 - Acknowledge information from sources
 - Use organizational features of printed text (citations, end notes, bibliographic references) to locate relevant information
 - Use various reference materials as aids to writing
 - Use the features of texts (index, table of contents, guide words, alphabetical/numerical order) to obtain and organize information and thoughts
 - Demonstrate basic keyboarding skills and familiarity with computer terminology
 - Create simple documents by using electronic media and employing organizational features (passwords, entry and pull-down menus, word searches, thesaurus, spell check)
 - Use a thesaurus to identify alternative word choice and meanings
- Using strategies to develop, revise, and evaluate writing
 - Plan and draft independently and resourcefully
 - Revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text
 - Edit to correct errors in spelling and punctuation
- Demonstrating use and control of the rules of the English language with appropriate conventions for both written and oral formats
 - Use and identify the eight parts of speech (adjective, noun, verb, adverb, pronoun, conjunction, preposition, interjection)
 - Expand or reduce sentences
 - Use and identify verb phrases and verb tense
 - Recognize that a word performs different functions according to its position in the sentence
 - Use and identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments, and run-ons)
 - Use homophones correctly (there, their, they're, two, too, to)
 - Vary the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound)

- Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments, and run-ons) and correct Standard English spelling (commonly used homophones) when writing, revising, and editing
- Participating in student-to-teacher, student-to-student, and group verbal interactions
 - Initiates new topics in addition to responding to adult-initiated topics
 - Ask relevant questions
 - Respond to questions with appropriate information
 - Use language cues to indicate different levels of certainty or hypothesizing
 - Confirm understanding by paraphrasing adult directions or suggestions
 - Display appropriate turn-taking behaviors
 - Actively solicit another person's comments or opinions
 - Offer own opinion forcefully without domineering
 - Respond appropriately to comments and questions
 - Volunteer contributions and respond when directly solicited by teacher or discussion leader
 - Give reasons in support of opinions expressed
 - Clarify, illustrate, or expand on a response when asked to do so; ask classmates for similar expansions
- Listening to and viewing various forms of text and media to gather and share information, persuade others and express ideas
 - Demonstrate an awareness of the presence of the media in the daily lives of most people
 - Evaluate the role of the media in focusing attention and in forming an opinion
 - Judge the extent to which the media provides a source of entertainment as well as a source of information
 - Shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
 - Use notes, multimedia, or other memory aids to structure the presentation
 - Engage the audience with appropriate verbal cues and eye contact
 - Project a sense of individuality and personality in selection and organizing content and in delivery
 - Shape content and organization according to criteria for importance and impact rather than according to availability of information in resource materials
 - Use technology or other memory aids to structure the presentation
- Number Concepts
 - Mathematics Geometry and Spatial Sense; Measurement
 - Geometry
 - Identify and distinguish among point, ray, line, line segment, and angle
 - Determine line of symmetry and identify geometric relations (parallel to perpendicular to, horizontal, vertical, similar, congruent, flips, slides, and turns)
 - Make models of plane and solid figures and sort and classify these models according to characteristics such as number of sides, angles, vertices, faces, edges, tessellations, and lines of symmetry (include triangles, quadrilaterals, polygons, circles, cones, cylinders, rectangular prisms, and pyramids)
 - Use ordered pairs of numbers to locate points on a grid or map and determine the ordered pair for a given point
 - Measurement
 - Select appropriate customary and metric units of measure for length (including perimeter and circumference, (area, capacity, volume, weight/mass, time, and temperatures, length, millimeter, inch, centimeter, foot, meter, yard, kilometer, mile, capacity, millimeter, ounce, centiliter, cup, liter, pint (liquid and dry) quart (liquid and dry) gallon, weight/mass, milligram, ounce, gram, pound, kilogram, time, second, week, minute, month, hour, year, day, decade, century, temperature, degree Fahrenheit, degree Celsius

- Use customary and metric units to measure length, capacity/volume (use liquid and dry units), weight/mass, elapsed time, and temperature (including measuring length to nearest quarter inch, nearest millimeter and temperature below freezing), length, millimeter, inch, centimeter, foot, meter, yard, kilometer, mile, capacity, millimeter, ounce, centiliter, cup, liter, pint (liquid and dry) quart (liquid and dry) gallon, weight/mass, milligram, ounce, gram, pound, kilogram, time, second, week, minute, month, hour, year, day, decade, century, temperature, degree Fahrenheit, degree Celsius
 - Determine perimeter, area, and volume of various geometric figures connecting concrete experiences (covering, filling, and counting) to computation and formulas
 - Money
 - Determine and estimate amounts of money
- Mathematics Number Sense and Numeration; Fractions and Decimals
 - Decimals and Fractions
 - Relate decimals (through hundredths) to models using base ten block and grid paper
 - Use models and vertical and horizontal presentations, add and subtract decimals through hundredths, without and with regrouping
 - Relate a fraction to a part of a whole, a part of a set, and a point on a number line; use models to determine equivalent fractions; use fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16, or 100
 - Number Theory
 - Identify factors and multiples of a given number, including prime factorization
 - Explore the concept of divisibility and develop rules for divisibility by 2, 3, 5, and 10
 - Computation
 - Add, subtract, and multiply fractions and mixed numbers with like and unlike denominators (presented vertically and horizontally) using models to connect to computational strategies
 - Number Names
 - Identify different names for numbers (whole numbers, fractions, and decimals) including number words and expanded notation and relate models to such numbers
 - Place Value
 - Identify place value for whole numbers through millions, and decimals through hundredths. Determine the effect that changing a digit will have on the value of the number
- Mathematics Patterns and Relationships; Algebra
 - Functions
 - Determine a pair of numbers or the missing element of a pair when given a relation or rule, and determine the relation or rule given pairs of numbers
 - Sequencing
 - Compare and order whole numbers, fractions, and decimals through hundredths
- Mathematics Problem Solving
 - Word Problems
 - Identify needed information and select the steps necessary to solve multi-step word problems
 - Solves one- two- and three-step word problems related to all appropriate fifth grade objectives including those presented orally and in writing; those in charts, tables, and graphs, and those with extraneous or insufficient information
 - Select and use appropriate strategies for solving problems (look for a pattern, guess and check, make an organized list, simplify the problem, work backwards)
 - Estimation
 - Predict measurement by using strategies such as walking off and rough comparison
 - Problem Solving
 - Given a situation, choose the most appropriate method of computation (mental computation, paper and pencil, or calculator)

- Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features or objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts
- Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate
- Identify the biggest and the smallest possible values of something
- Learning to question scientific claims and arguments effectively
 - Write instructions that others can follow in carrying out a scientific procedure
 - Make sketches to aid in explaining scientific procedure or ideas
 - Use numerical data in describing and comparing objects and events
 - Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer data bases
- Communicating scientific ideas and activities clearly using correct terminology
 - Support statements with facts found in books, articles, and databases, and identify the sources used
 - Identify when comparisons might not be fair because some conditions are different
- Becoming familiar with the character of scientific knowledge and how it is achieved
 - Recognize that similar scientific investigations seldom produce exactly the same results
 - Recognize that some scientific knowledge is very old and yet is still applicable today
- Understanding important features of the process of scientific inquiry
 - Understand that scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments
 - Use clear and active communication as an essential part of doing science.
 - Use technology to increase the power to observe things and to measure and compare things accurately
 - Understand that science involves many different kinds of work and engages men and women of all ages and backgrounds
- Participating in activities investigating the surface features of Earth caused by constructive and destructive processes
 - Identify surface features caused by constructive processes (deposition, earthquakes, volcanoes, faults)
 - Identify and find examples of surface features caused by destructive processes (erosion, weathering, impact of organisms, earthquake, volcano)
 - Relate the role of technology and human intervention in the control of constructive and destructive processes
- Participating in activities that verify that an object is the sum of its parts
 - Demonstrate that the mass of an object is equal to the sum of its parts by manipulating and measuring different objects made of various parts
 - Investigate how common items have parts that are too small to be seen without magnification
- Participating in activities that explain the difference between a physical change and a chemical change
 - Investigate physical changes by separating mixtures and manipulating (cutting, tearing, folding) paper to demonstrate examples of physical change
 - Recognize that the changes in state of water (water vapor/steam, liquid, ice) are due to temperature differences and are examples of physical change
 - Investigate properties of a substance before, during, and after a chemical reaction to find evidence of change
- Participating in activities to investigate electricity, magnetism, classifying organisms into groups, and determining genetic traits and learned behaviors
 - Investigate static electricity
 - Determine the necessary components for completing an electric circuit
 - Investigate common materials to determine if they are insulators or conductors of electricity
 - Compare a bar magnet to an electromagnet
 - Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal)
 - Demonstrate how plants are sorted into groups

- Discussing and identifying the factors that affect survival or extinction of organisms
 - Compare and contrast the characteristics of learned behaviors and of inherited traits
 - Discuss what a gene is and the role genes play in the transfer of traits
 - Use magnifiers such as microscopes or hand lenses to observe cells and their structure
 - Identify parts of a plant cell (membrane, wall cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus) and determine the function of the parts
 - Explain how cells in multi-celled organisms are similar and different in structure and function to single-celled organisms
 - Identify beneficial microorganisms and explain why they are beneficial
 - Identify harmful microorganisms and explain why they are harmful

Social Studies—*These are under review.*