

## 5th grade Essential Skills 2019-2020



### **Reading:**

1. Use quotes from the text to explain what it says and what it means (explicit and implicit) in both literature and informational text
2. Explain the theme (main idea) of a story, drama or poem using details from the text, including how characters deal with challenges; know how to briefly summarize as well
3. Use specific details from the text to determine two or more main ideas; summarize the text
4. Notice how two or more people, settings, events or ideas are similar and different
5. Learn new academic and subject specific vocabulary words, including figurative language
6. Read two texts on the same topic and write or speak knowledgeably about that topic
7. Explain how a narrator's point of view affects how events are described in the story, and provide evidence of how an author's reasons support his or her argument
8. Compare the time sequence, cause/effect or problem/solution of events or ideas in two or more texts
9. Use multiple sources (text and digital) to locate answers to questions quickly

### **Language:**

1. Recognize and use correct grammar and correct verb tenses
2. Recognize and use correct capitalization, punctuation, and spelling
3. Recognize and use a variety of methods to determine the meaning of an unknown word

### **Writing:**

1. Write opinion pieces that introduce the topic and organize information into paragraphs, include headings, illustrations and multimedia, use facts, details, and quotes, use linking words and grade level vocabulary, and use a concluding statement/paragraph
2. Write informative pieces that introduce the topic and organize ideas into paragraphs, include headings, illustrations and multimedia, use facts, definitions, details and quotes, use linking words and grade level/subject-specific vocabulary, and include a concluding statement or paragraph
3. Write narrative pieces about real or imagined experiences that include a situation and narrator/characters, organized events that help the story make sense, develop characters with dialogue, actions, thoughts and feelings and reactions to situations, use transitional words, use sensory details to describe events vividly, and give an ending to the story
4. With guidance and support, brainstorm, revise and edit to improve organization, word choice, grammar and punctuation; try a new approach or writing style, and use technology to collaborate and publish work
5. Write multi-paragraph texts that are organized and reflect a clear task, purpose and audience
6. Take notes, paraphrase, organize information and record a list of sources for information gathered
7. Write research projects that use several sources to investigate different parts of a topic
8. Write about literature and informational texts by analyzing, reflecting and researching

### **Listening and Speaking:**

1. Participate in discussions, carrying out assigned roles, in small and larger groups
2. summarize information presented
3. Identify reasons and evidence a speaker or media source provides to support particular points
4. Identify and discuss misleading ideas
5. Plan and deliver a speech using expression and gestures

### **History/Social Studies:**

1. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
2. Students differentiate between primary and secondary sources
3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
4. Students distinguish fact from fiction
5. Students pose relevant questions about events they encounter

### **Science:**

1. Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships
2. Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
3. Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions



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4. Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used
5. Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions
  
6. Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems
7. Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s)
8. Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods