

GRADE FIVE

Essential Academic Learning Requirements (EALRS)

with

Grade Level Expectations (GLEs)

and/or

Benchmark Indicators

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Grade Five
Grade Level Expectations and/or Benchmarks

Understanding the EALRs and GLEs

An **Essential Academic Learning Requirement (EALR)** is a broad statement of the learning, what we expect each student to know and be able to do, that applies to a content standard for grades K-10.

The **Component** is a K-10 statement that further defines the EALR. There is at least one component for each EALR.

The **Grade Level Expectation (GLE)** is a statement of the essential content or process to be learned. The statement, specific to one or more grades, defines the Component for that grade.

The **Evidence of Learning** is a bulleted list of student demonstrations that provide educators with common illustrations of the learning. Because the bulleted list is not exhaustive, educators are encouraged to seek additional evidence of student learning. The examples (e.g.) are cross-curricular as often as possible to illustrate how writing is used across disciplines.

The GLE Numbering System identifies the **EALR**, the **Component**, and the **GLE**. For example, in the number 3.2.1, the first number stands for the EALR, the second for the Component, the third for the GLE. *Grade levels or bands are not referenced in the numbering system.* See the following example:

EALR 3---The student writes clearly and effectively		
Component 3.2: Uses appropriate style.		
Grade 2	3.2.1	Writes with voice <ul style="list-style-type: none">• Uses word choice to show emotion and interest• Uses “book language”(e.g., fairy tale language -- “once upon a time,” or “in a faraway land”)

As of December 2005, Grade Level Expectations have been defined for the subject areas of **Reading, Math, Writing, Science and Communication**. The other core subjects – **Social Studies, Arts, and Health and Fitness** – have development indicators or benchmarks and/or draft Grade Level Expectations.

Washington State curriculum and the Essential Academic Learning Requirements are available by content area in their entirety at www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx. The website of the Washington State Office of the Superintendent of Public Instruction is www.k12.wa.us.

Grade Five
Grade Level Expectations and/or Benchmarks

READING

In fifth grade, students broaden and deepen their understanding of informational and literary text. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author.

Reading EALR 1: The student understands and uses different skills and strategies to read.

Note: Each grade-level expectation assumes the student is reading grade-level text. Since reading is a process, some grade-level indicators and evidence of learning apply to multiple grade-levels. What changes is the text complexity as students move through the grade levels.

Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand and apply dictionary skills and other reference skills.

- Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and/or clarify shades of meaning.
- Use text evidence to verify dictionary or glossary meaning.

1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.

- Use word origins to determine the meaning of unknown words.
- Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., collide, collision).
- Use structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text.
- Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
- Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in informational/expository text and literary/narrative text.

Component 1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

- Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, into written and oral communication.

1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text.

- Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.
- Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., *property* in science and social studies).
- Select, from multiple choices, the meaning of words necessary to understand content area text.
- Use new vocabulary in oral and written communication.

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Component 1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

- Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
- Read aloud unpracticed grade-level text with fluency in a range of 125–135+ words correct per minute.

1.4.3 Apply different reading rates to match text.

- Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., skimming for facts, scanning for key words, close/careful reading for understanding new or complex ideas).

Reading EALR 2: The student understands the meaning of what is read.

Component 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea and supporting details in grade-level informational/expository text and/or literary/narrative text.

- State the main idea of a passage and provide several text-based details supporting it.
- State the theme/message and supporting details in culturally relevant literary/narrative text.
- Organize main ideas and supporting details in a graphic organizer to enhance comprehension.
- Select, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.
- Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.

2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.

- Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s).
- Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.

2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level text.

- Make, confirm, and revise prediction based on prior knowledge and evidence from the text.
- Cite passages from text to confirm or defend predictions and inferences.
- Select, from multiple choices, a prediction, or inference from literary/narrative text (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).
- Organize information to support a prediction or inference in a graphic organizer.
- Select, from multiple choices, a prediction or inference that could be made from the text.

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2.1.6 Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.

- Monitor for meaning by identifying where and why comprehension was lost and use comprehension-repair strategies to regain meaning.
- Generate and answer questions about the text before, during, and after reading to aid comprehension.
- Use questioning strategies to comprehend text.
- Draw, write about, or verbally describe the mental images that occur while reading.
- Organize information in a graphic organizer appropriate to the text and purpose for reading to organize information and comprehend text.
- Use pre-, during, and after-reading tools designed to activate and record prior knowledge to understand text (e.g., prediction guides, KWL charts, DRTA).

2.1.7 Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text.

- Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text (e.g., newspaper or magazine articles).
- Summarize the plot/message in culturally relevant literary/narrative texts.
- Select, from multiple choices, a sentence that best summarizes the story or selection.
- Organize information using a graphic organizer appropriate for summarizing informational/expository text and literary/narrative text.

Component 2.2 Understand and apply knowledge of text components to comprehend text.
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2.2.1 Apply understanding of time, order, and/or sequence to comprehend text.

- Explain the use of flashbacks to convey meaning in literary/narrative text.
- Explain the use of steps in a process to convey meaning in an information text (e.g., how a bill becomes law, stages in the colonization of early America).

2.2.2 Apply understanding of printed and electronic text features to locate information and comprehend text.

- Locate information using grade-level appropriate text features.
- Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
- Use organizational features and electronic sources (such as headings and numberings, CD-ROM, internet, pull-down menus, key word searches, and icons) to access information.
- Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature.

2.2.3 Understand and analyze story elements.

- Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.
- Identify the major actions that define the plot and how actions lead to conflict or resolution.
- Explain the influence of setting on character and plot.
- Identify the narrator and explain which point of view is used in the text.
- Explain how a story would change if a different character narrated it.
- Identify the stated theme/message in text and support with evidence from the text.
- Identify common recurring themes/messages in books by the same author.
- Select, from multiple choices, words or selections that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict).

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2.2.4 Apply understanding of text organizational structures.

- Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast, chronological order) to aid comprehension.
- Identify and use text written in the text organizational structures of *cause and effect* and *order of importance* to find and organize information and comprehend text.
- Differentiate between text organizational structures of informational/expository text and literary/narrative text.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.

- Find similarities and differences within and between texts using text-based evidence (e.g., facts and opinion in newspaper vs. poetry; authors' points of view in different works).
- Identify and interpret cause and effect relationships within a text using evidence from the text (e.g., how the transcontinental railroad influenced the development of the West).
- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information).
- Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action).

2.3.2 Analyze sources for information appropriate to a specific topic or for a specific purpose.

- Select appropriate resources such as an atlas, newspaper, magazine, memos, directories, and/or schedules, to locate information on a specific topic or for a specific purpose.
- Sort information gathered from various sources by topic and judge the utility of the information for a specific purpose.

2.3.3 Understand a function (which makes the story more interesting) of literary devices.

- Recognize previously learned literary devices and explain how they make the story more interesting.
- Identify literary/narrative devices such as imagery, exaggeration, and dialogue and explain how they make the story more interesting.

Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text.

- Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.

2.4.2 Analyze an author's style of writing, including language choice, achieves the author's purpose and influences an audience.

- Identify and explain the author's purpose (e.g., entertain, inform, explain, persuade).
- Identify and explain how author's use of word choice, sentence structure and length, and/or literary devices influences an audience.

2.4.3 Analyze text for fact and opinion.

- Distinguish between fact and opinion and provide supporting evidence from the text.
- Select, from multiple choices, a statement that is a fact or an opinion.

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2.4.4 Analyze the author’s effectiveness for different audiences.

- Identify the author’s target audience(s) and cite examples of details and/or arguments that appeal to that audience.
- Interpret the author’s tone and support the answer with text-based evidence.
- Cite and explain examples of author’s use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements).

2.4.5 Understand how to extend information beyond the text to another text or to a broader idea or concept by generalizing.

- Generalize after reading multiple texts (e.g., how characters show bravery or misuse power).
- Explain how information in a text could be used to solve a problem and cite text-based examples (e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store).

2.4.6 Understand ideas and concepts in multiple texts.

- Explain an idea and/or concept, which occur in multiple texts (e.g., bravery, misused power).

2.4.7 Understand author’s perspective.

- Recognize author’s perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting literary/narrative text details or information text facts.

Reading EALR 3: The student reads different materials for a variety of purposes.

Component 3.1 Read to learn new information.

3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.

- Locate, select, and use a variety of library and Internet materials appropriate to a task or best suited to investigate a topic.
- Follow multi-step written directions (e.g., explain the process for becoming a U.S. citizen, follow a recipe, build a model, complete a project).

Component 3.2 Read to perform a task.

3.2.2 Apply understanding of a variety of functional documents.

- Locate and use functional documents (e.g., informational/expository posters, advertisements, brochures).

Component 3.4 Read for literary experience in a variety of genres.

3.4.2 Understand and analyze a variety of literary/narrative genres.

- Examine and explain the characteristics of genres.
- Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast literary/narrative elements in texts written in different genres).

3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.

- Identify similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., laws in different cultures or historical periods).
- Identify and discuss recurring themes in literature (e.g., friendship, conflict).

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Reading EALR 4: The student sets goals and evaluates progress to improve reading.

Component 4.1 Assess reading strengths and need for improvement.

4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.

- Set reading goals and create a plan to meet those goals.
- Monitor progress toward implementing the plan, making adjustments and corrections as needed.

Component 4.2 Develop interests and share reading experiences.

4.2.1 Evaluate books and authors to share common literary experiences.

- Recommend books to others and explain the reason for the recommendation.
- Discuss common reading selections and experiences with others.

MATHEMATICS

Math EALR 1: The student understands and applies the concepts and procedures of mathematics.

Component 1.1: Understand and apply concepts and procedures from number sense
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Number and numeration

1.1.1 Understand the concepts of fractions and decimals.

- Represent mixed numbers, improper fractions, and decimals.
- Create a model when given a symbolic representation or write the fraction when given a model (e.g., number line). [CU]
- Explain the value of a given digit in a decimal to at least the thousandths place.
- Explain how the value of a fraction changes in relationship to the size of the whole (e.g., half a pizza vs. half a cookie). [CU]
- Use factors and multiples to rename equivalent fractions.
- Read and write decimals to at least the thousandth place.
- Demonstrate and explain equivalent relationships between decimals and fractions (e.g., \$.50 is equal to $\frac{1}{2}$ a dollar and $\frac{50}{100}$ of a dollar) using models.
- Convert between improper fractions and mixed numbers.

1.1.2 Understand the relative values of non-negative fractions or decimals.

- Compare, order, or illustrate whole numbers, decimals, and fractions (denominators of 2, 3, 4, 5, 6, or 10) using concrete models (e.g., number line or shaded grid) or implementing strategies (e.g., like denominators, benchmarks, conversions).
- Determine equivalence among fractions.
- Explain why one fraction is greater than, equal to, or less than another fraction.
- Explain why one decimal number is greater than, equal to, or less than another decimal number.

1.1.3 Understand and apply the concept of divisibility.

- Apply the concepts of odd and even numbers to check for divisibility, finding factors and multiples.
- Illustrate prime or composite numbers by creating a physical model (e.g., arrays, area models).
- Identify the prime numbers between 1 and 100.
- Explain why a whole number between 1 and 100 is prime or composite.
- Explain a method to find the least common multiple (LCM) and greatest common factor (GCF) of two numbers.
- Solve problems related to primes, factors, multiples, and composites in a variety of situations (e.g., find a mystery number, find unit pricing, increase or decrease a recipe, find the portions for a group).
- Factor a number into its prime factors.
- Determine whether one number is a factor of another number.

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Computation

1.1.5 Understand the meaning of addition and subtraction on non-negative decimals and fractions.

- Explain the meaning of adding and subtracting fractions and decimals using words, symbols, or other models (e.g., fractions with denominators of 2, 4, 8 or 2, 3, 6, 12 or 5, 10 — highest LCM of 12).
- Create a problem situation involving addition or subtraction of non-negative decimals or fractions.
- Represent addition and subtraction of decimals through hundredths using models (e.g., with money).
- Create or identify a representation of addition or subtraction of non-negative decimals or fractions.
- Demonstrate the effect of multiplying a whole number by a decimal number.

1.1.6 Apply procedures of addition and subtraction with fluency on non-negative decimals and like-denominator fractions.

- Add and subtract like-denominator fractions (denominators of 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 15, 16, 20, and 100) and non-negative decimals.
- Explain a strategy for adding fractions.
- Write and solve problem situations to find sums or differences of decimals or like-denominator fractions.
- Use calculators to multiply or divide with two decimal numbers in the hundredths and/or thousandths place.

1.1.7 Understand and apply strategies and tools as appropriate to tasks involving addition and subtraction of non-negative, like-denominator fractions, or decimals.

- Select and justify strategies and appropriate tools from among mental computation, estimation, calculators, manipulatives, and paper and pencil to compute a problem situation.
- Use mental arithmetic to add and subtract non-negative decimals and like-denominator fractions.

Estimation

1.1.8 Understand and apply estimation strategies to determine the reasonableness of answers in situations involving addition and subtraction on non-negative decimals and like-denominator fractions.

- Identify when an approximation is appropriate.
- Use estimation strategies prior to computation of addition and subtraction of decimals and like-denominator fractions to predict answers.
- Use estimation to determine the reasonableness of answers in situations.
- Determine reasonableness of estimated answers for a given situation.
- Demonstrate or explain various strategies used during estimation.

Component 1.2: Understand and apply concepts and procedures from measurement.
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Attributes, units, and systems

1.2.1 Understand the concept of angle measurement.

- Describe and compare angles in a variety of objects.
- Identify angles in the environment.
- Classify or sort angles as right, acute, or obtuse.
- Identify types of angles in polygons (e.g., right, acute, obtuse).
- Explain and provide examples of how angles are formed.

1.2.2 Understand degrees (30°, 45°, 60°, 90°, and 180°) as units of measurement for angles.

- Describe an angle in relation to a right angle.
- Measure angles to the nearest 5 degrees using a protractor, angle ruler, or other appropriate tool.
- Measure angles in assorted polygons and determine the total number of degrees in the polygon.
- Explain how degrees are used as measures of angles (e.g., a circle can be divided into 360°).
- Identify, draw, or demonstrate angles that match or approximate 30°, 45°, 60°, 90°, and 180°.

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1.2.3 Understand how measurement units of capacity, weight, and length are organized in the metric system.

- Explain and give examples of the metric system standard units for capacity, weight, and length.
- Demonstrate or explain how grams are organized into kilograms.
- Demonstrate or explain how millimeters are organized into centimeters and how centimeters are organized into meters. [CU]
- Demonstrate or explain how milliliters are organized into liters.

Procedures, precision, and estimation

1.2.4 Understand and apply systematic procedures to determine the areas of rectangles and right triangles.

- Select and use appropriate units for measuring area (e.g., square units) or dimensions.
- Select and use tools that match the unit (e.g., grid paper, squares, ruler).
- Explain a method for measuring the area of a rectangle or right triangle (e.g., use the formula for the area of a rectangle or triangle, select grid paper).
- Use measurements of area to describe and compare rectangles or triangles.
- Solve problems involving measurement of area in rectangle and triangle (e.g., create a design using triangles and rectangles and determine how much paint is needed to cover the area of each of the shapes).
- Analyze a measurement situation and determine whether measurement has been done correctly.

1.2.5 Understand and apply formulas to measure area and perimeter of rectangles and right triangles.

- Explain how to find the perimeter or area of any rectangle using a rule.
- Explain and use formulas to find the perimeter or area of a rectangle.
- Explain and use a formula to find the area of a right triangle.
- Find and compare all possible rectangles or right triangles with whole number dimensions with a given perimeter or area (e.g., a rectangle with an area of 24 square feet could be 1'x24', 2'x12', 3'x8', or 4'x6').
- Explain why formulas are used to find area and/or perimeter.

1.2.6 Understand and apply strategies to obtain reasonable estimates of angles and area measurements for rectangles and triangles.

- Identify situations in which estimated measurements are sufficient.
- Estimate measures of angles and areas in rectangles and triangles.
- Estimate a measurement using standard or non-standard units (e.g., tiles, square feet, note cards).
- Use estimation to justify reasonableness of a measurement (e.g., estimate the area of the classroom by using carpet squares).
- Determine whether an angle is closest to 30°, 45°, 60°, 90°, or 180°.
- Explain or identify an appropriate process for estimating area or angle measurement.

Component 1.3: Understand and apply concepts and procedures from geometric sense.
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Properties and relationships

1.3.1 Understand properties of angles and polygons.

- Explain the difference between a regular and irregular polygon.
- Identify, sort, classify, or explain the properties of angles, polygons, or circles based on attributes (e.g., triangles [right, equilateral, isosceles, or scalene], angles [acute, right, obtuse, or straight], or quadrilaterals [squares, rectangles, parallelograms, or trapezoids]).
- Construct a geometric shape using geometric properties.

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1.3.2 Apply understanding of the properties of parallel and perpendicular and line symmetry to two-dimensional shapes and figures.

- Identify, name, compare, and sort parallel and perpendicular lines in two-dimensional figures.
- Draw and label a design that includes a given set of attributes (e.g., create a design that has only two lines of symmetry; parallel and perpendicular lines).
- Sort figures based on characteristics of parallel lines, perpendicular lines, and/or lines of symmetry.
- Draw figures or shapes that have particular characteristics (e.g., create a figure that has two parallel lines and one line of symmetry).
- Identify parallel and perpendicular lines and/or lines of symmetry in the environment.
- Construct a geometric shape using given geometric properties.
- Use technology to draw figures with given characteristics.

Locations and transformations

1.3.3 Apply understanding of the location of non-negative rational numbers on a positive number line.

- Use a number line to order fractions or decimals from least to greatest (e.g., not limited to a number line marked from 0 to 1).
- Explain what the relative position of numbers on a positive number line means (e.g., to the right means greater than).
- Identify the appropriate values of points on an incomplete number line involving fractional or decimal increments (e.g., using a ruler, reading a fuel gauge).

1.3.4 Apply understanding of translations (slides) or reflections (flips) to congruent figures.

- Identify a specific transformation as a translation (slide) or reflection (flip).
- Given a shape on a grid, perform and draw at least one transformation (i.e., translation or reflection).
- Draw congruent figures and shapes in multiple orientations using a transformation.
- Explain a series of transformations in art, architecture, or nature.
- Record results of a translation or reflection (e.g., plot a set of ordered pairs on a grid that are vertices of a polygon, translate or reflect it, and list the new ordered pairs).
- Create designs using translations and/or reflections.

Component 1.4: Understand and apply concepts and procedures from probability and statistics.

Probability

1.4.1 Understand the likelihood (chance) of events occurring.

- Predict and test how likely it is that a certain outcome will occur (e.g., regions of a spinner, flip of a coin, toss of dice).
- Represent the probability of a single event on a scale of 0 to 1.
- Given a fair game, create an advantage for one of the players (e.g., if the game selecting marbles include more marbles of one color than the other).
- Explain the likelihood of a single event.
- Determine whether a game for two people is fair.
- Create a game that would make it more or less likely for an event to happen.

1.4.2 Understand and apply the Fundamental Counting Principle to situations.

- Calculate the number of different combinations of different objects (e.g., three shirts and two pants could be combined in $3 \times 2 = 6$ ways).
- Describe a situation that might include three different selections combined (e.g., describe a situation that could be calculated by $10 \times 10 \times 26$ — two digits and a letter of the alphabet).

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Statistics

1.4.3 Understand how different collection methods or different questions can affect the results.

- Ask the same question using different data collection methods that result in other points of view being supported and explain why the method affected the data.
- Explain how different data collection methods affect the nature of the data set with a given question (e.g., phone survey, internet search, person-to-person survey).
- Identify or describe the appropriate sample for a given question.
- Identify or describe the appropriate population for a given sample.

1.4.4 Understand and apply the mean of a set of data.

- Explain how to find the mean of a set of data and explain the significance of the mean.
- Find the mean from a given set of data using objects, pictures, or formulas.
- Given a problem situation, determine and defend whether mean, median, or mode is the most appropriate measure of average.
- Compare the mean, median, and mode for a given set of data.
- Find and compare mean for two samples from the same population.

1.4.5 Apply strategies to organize, display, and interpret data.

- Read and interpret data from text, line and bar graphs, histograms, stem-and-leaf plots, and circle graphs and determine when using each of these is appropriate.
- Use histograms, pictographs, and stem-and-leaf plots to display data. [
- Construct assorted graphs that include labels, appropriate scale, and key.
- Determine what type of data should be represented on a bar graph, circle graph, histogram, or line graph.
- Compare the consistency of results from two different displays that address the same question.

Component 1.5: Understand and apply concepts and procedures from algebraic sense.
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Patterns, functions, and other relations

1.5.1 Understand patterns of objects including relationships between two sets of numbers based on a single arithmetic operation.

- Extend or create patterns of numbers, shapes, or objects based on a single arithmetic operation between the terms.
- Determine the operation that changes the elements of one set of numbers into the elements of another set of numbers (e.g., if one set is 1,2,3,... and another set is 5,10, 15 ..., one rule is to multiply each number in the first set by 5 to get the corresponding number in the second set).
- Explain why a given rule fits a pattern based on a single arithmetic operation in the rule.

1.5.2 Apply understanding of a pattern to develop a rule describing the pattern including combinations of two arithmetic operations.

- Use the rule for a pattern which may include a combination of two arithmetic operations to extend a pattern.
- Solve a problem that uses a pattern of alternating operations (e.g., a frog climbed up 3 feet each day and then slipped down 1 foot each night, how long did it take the frog to reach the top of the building that is 15 feet high?).
- Analyze a pattern to determine a rule with two operations between terms.
- Use a rule to generate a pattern.

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Symbols and representations

1.5.3 Apply understanding of the concept of mathematical inequality.

- Express relationships between quantities using “ \neq , \leq , or \geq ”.
- Given a number sentence using \neq , \leq , or \geq , identify or write a situation that represents it.
- Given a real-world situation, use $=$, \neq , \leq , or \geq to describe quantities.
- Explain inequality and the use of “ \neq ”, “ \leq ”, or “ \geq ”.

1.5.4 Understand how to represent situations involving one operation or two alternating arithmetic operations.

- Translate a situation involving one arithmetic operation into algebraic form using equations, tables, and graphs.
- Translate a situation involving two alternating arithmetic operations into algebraic form using equations, tables, and graphs (e.g., a snail crawls up 3 feet each day and slides back 2 feet each night).
- Identify or describe a situation involving one arithmetic operation that may be modeled by a graph.
- Identify or describe a situation involving two alternating arithmetic operations that may be modeled by a graph (e.g., a snail crawls up 3 feet each day and slides back 2 feet each night).

Evaluating and solving

1.5.5 Understand and apply a variety of strategies to evaluate expressions with division.

- Evaluate expressions with division using manipulatives, pictures, and symbols.
- Substitute a symbol for a numeric value in an expression (e.g., $X = 4$, find $20 \div X$; if $H = 12$ and $\tau = 36$, what is $\tau \div H$?).

1.5.6 Understand and apply strategies to solve equations that include division.

- Solve for a missing value in an equation involving division (e.g., $12 \div \square = 3$).
- Describe and compare strategies used to solve an equation with multiplication or division.

Math EALR 2: The student uses mathematics to define and solve problems.

Component 2.1: Understand problems.

Example: Mrs. Allen’s class won a pizza party sponsored by the PTA for best school attendance. There are 30 students in the class. Ten pizzas arrived but they were cut in three different ways. Three pizzas were cut in eighths, three were cut in fourths, and four were cut in halves. Mrs. Allen wouldn’t let the students start eating until she was sure everyone received equal shares.

2.1.1 Analyze a situation to define a problem.

- Use strategies/approaches to examine the situation and determine if there is a problem to solve (e.g., draw pictures, ask questions, or paraphrase information provided: 30 students in a class have ten pizzas to divide fairly. Three are sliced in eighths, three are sliced in fourths and four are sliced in halves).
- Generate questions that would need to be answered in order to solve the problem (e.g., how should the pizzas be sliced? Can we use the slices that have already been made? How many pieces is each student’s fair share?).
- Identify known and unknown information (known: number of students, number of pizzas to share; the ways in which the pizzas have been sliced; unknown: size of each slice, number of equal slices, number of pieces per student).
- Identify information that is needed or not needed (e.g., needed: number of students, number of pizzas, how pieces have already been cut; not needed: reason for the pizza party).

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Component 2.2: Apply strategies to construct solutions.

2.2.1 Apply strategies, concepts, and procedures to devise a plan to solve the problem.

- Gather and organize the necessary information or data from the problem (e.g., draw pictures, create a chart or table, or use models to organize information).
- Determine what tools should be used to construct a solution (e.g., paper and pencil, pictures, physical models).

2.2.2 Apply mathematical tools to solve the problem.

- Use strategies to solve problems (e.g., draw pictures, use physical models).
- Use appropriate tools to solve problems (e.g., paper and pencil, mental math, manipulatives).
- Recognize when an approach is unproductive and try a new approach.

Math EALR 3: The student uses mathematical reasoning.

Component 3.1: Analyze information.

Example: Mrs. Allen's class won a pizza party sponsored by the PTA for best school attendance. There are 30 students in the class. Ten pizzas arrived but they were cut in three different ways. Three pizzas were cut in eighths, three were cut in fourths, and four were cut in halves. Mrs. Allen wouldn't let the students start eating until she was sure everyone received equal shares.

3.1.1 Analyze information in familiar situations.

- Break down the research information in order to explain or paraphrase it (e.g., 26 students need to share ten pizzas equally. The pizzas are already sliced, but not evenly. Using eighths, determine how the pizza can be cut and shared equally).

Component 3.2: Make predictions, inferences, conjectures, and draw conclusions.

3.2.1 Apply prediction and inference skills.

- Make a reasonable prediction based on prior knowledge and investigation of situation (e.g., using mental math, predict how many pieces each student will receive).
- Defend prediction with evidence from the situation.
- Make inferences (conjectures) using information from the situation or data to support the inference (e.g., all the pizzas were the same size when whole).

3.2.2 Apply the skill of drawing conclusions and support those conclusions using evidence.

- Draw conclusions from displays, texts, or oral discussions and justify those conclusions with logical reasoning or other evidence.

3.2.3 Analyze procedures used to solve problems in familiar situations.

- Describe and compare strategies and tools used (e.g., drawing pizzas, fraction wheels or strips, paper and pencil calculations).

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Grade Level Expectations and/or Benchmarks

Component 3.3: Verify results.

3.3.1 Understand how to justify results using evidence.

- Check for reasonableness of results by using a different strategy or tool to solve the problem (e.g., compare the results from students who used physical models vs. those who used computation).
- Provide examples to support results.

3.3.2 Understand how to validate thinking about numerical, measurement, geometric, or statistical ideas by using models, known facts, patterns, or relationships.

- Explain how the value of a fraction changes in relationship to the size of the whole (e.g., half a pizza vs. half a cookie).
- Create three-dimensional shapes from two-dimensional figures (e.g., cylinder from two circles and a rectangle) and explain the relationship.

Math EALR 4: The student communicates knowledge and understanding in both everyday and mathematical language.

Component 4.1: Gather information.

4.1.1 Understand how to develop and follow a plan for collecting information for a given purpose.

- Determine how to collect information for a specific purpose or audience (e.g., to convince a parent or other adult, to demonstrate a need for change, to provide information).
- Develop and follow a plan based on the kind of information needed, the purpose, and the audience (e.g., survey, gather data from a chart or graph, read in a text to gather information).
- Ask the same question using different data collection methods that result in other points of view being supported.
- Explain how different data collection methods affect the nature of the data set with a given question (e.g., phone survey, person-to-person survey, internet search).

4.1.2 Understand how to extract information for a given purpose from one or two different sources using reading, listening, and observation.

- After reading a text, generate questions and develop a survey (e.g., to determine how many students agree or disagree with the author).
- Identify and use data from text passages, histograms, stem-and-leaf plots, and circle graphs.

Component 4.2: Organize, represent, and share information.

4.2.1 Understand how to organize information for a given purpose.

- Determine the best method for organizing and representing information for a specific purpose (e.g., a physical model or a calculation to inform the teacher how many pieces of pizza each student should receive).
- Represent and interpret all possible outcomes of experiments (e.g., an organized list, a table, a tree diagram, or a sample space).
- Construct assorted graphs including histograms, pictographs, and stem-and-leaf-plots that include labels, appropriate scale, and key.

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4.2.2 Understand how to communicate or represent ideas using mathematical language or notation.

- Explain the value of a given digit in a decimal to at least the thousandths place.
- Describe a procedure for measuring an angle.
- Describe relationships between angle measures (e.g., two 30° angles have the same total measure as one 60° angle).
- Draw and label a design that includes a given set of attributes.
- Explain how to find the mean of a set of data and explain the significance of the mean.
- Given an expression or equation, identify or write a situation that represents it.

Math EALR 5: The student understands how mathematical ideas connect within mathematics, to other subjects, and to real-life situations.

Component 5.1: Relate concepts and procedures within mathematics.

5.1.1 Understand how to use concepts and procedures from any two of the content components in a given problem or situation.

- Explain why angle measure does not change when the size of the circle or length of the sides of the angle change.
- Interpret skew, clusters, and gaps in given one-variable data displays.
- Translate a situation involving one arithmetic operation into algebraic form using equations, tables, and graphs.
- Judge the appropriateness of inferences made from a set of data and support the judgment.

5.1.2 Understand how to recognize equivalent mathematical models and representations in familiar situations.

- Use factors and multiples to rename equivalent fractions.
- Determine equivalence among fractions.
- Graphically represent the same data in two different ways.

Component 5.2: Relate mathematical concepts and procedures to other disciplines.

5.2.1 Apply mathematical patterns and ideas in familiar situations in other disciplines.

- Find the mean from a given set of data using objects, pictures, or formulas.
- Interpret skew, clusters, and gaps in given one-variable data displays.
- Use estimation strategies and identify the reasonableness of answers.

5.2.2 Know the contributions of individuals and cultures to the development of mathematics.

- Recognize the contributions to the development of mathematics by women, men, and various cultures (e.g., what is the history of probability theory?).

Competent 5.3: Relate mathematical concepts and procedures to real-world situations.

5.3.1 Understand that mathematics is used in daily life and extensively outside the classroom.

- Identify angles in the environment (e.g., in architecture, furniture, nature).
- Identify types of angles in polygons on a plane and in the environment.
- Solve problems involving angle measurements in real life situations (e.g., determine if a piece of tile will fit in a corner by measuring the angle).
- Determine whether a situation needs a precise measurement or an estimated measurement.
- Explain a series of transformations in art, architecture, or nature.

WRITING

In fifth grade, students have developed a strong personal voice in their writing. This is demonstrated by the way they inject humor into their narratives and how they add emphasis or opinion into informational and persuasive writing. Students use precise, specialized vocabulary appropriately in content-area writing. They experiment with sentence length and complex sentence structures and vary leads and endings. Collaborative writing efforts are taken seriously, often with assigned responsibilities and check lists. Scoring guides, often student-initiated, provide criteria for critiquing their own work and that of others. These guides are often detailed, addressing content, organization, style, and conventions. Students use available technology not only to gather information, but also throughout the writing process.

Writing EALR 1. The student understands and uses a writing process.

Component 1.1: Prewrites to generate ideas and plan writing.

1.1.1 Applies more than one strategy for generating ideas and planning writing

- Generates ideas prior to organizing them and adjusts prewriting strategies accordingly (e.g., brainstorm a list, select relevant ideas/details to include in piece of writing, story board)
- Gathers information from a range of sources, formulates questions, and uses an organizer (e.g., electronic graphic organizer, chart) to analyze and/or synthesize to plan writing

Component 1.2: Produces draft(s).

1.2.1 Produces multiple drafts

- Refers to a prewriting plan
- Drafts by hand and/or on the computer
- Rereads text and continues drafting over time
- Rereads text, puts it away, and returns to it later

Component 1.3: Revises to improve text.

1.3.1 Revises text, including changes in words, sentences, paragraphs, and ideas

- Rereads work several times and has a different focus for each reading (e.g., first reading – adding details for elaboration, second reading – deleting sentences or phrases to achieve paragraph unity, third reading – reorganizing ideas for meaning)
- Records feedback using writing group procedure (e.g., partner underlines telling sentences, such as “I had fun” and writer changes to showing detail, “I squealed as the roller coaster sped around a corner.”)
- Makes decisions about writing based on feedback (e.g., revision before final draft)
- Uses multiple resources to identify needed changes (e.g., writing guide, peers, adults, computer, thesaurus)

Component 1.4: Edits text.

1.4.1 Applies understanding of editing appropriate for grade level (see 3.3)

- Identifies and corrects errors in grade-level conventions
- Uses multiple resources regularly (e.g., dictionary, peers, adults, available technology, writing guide)
- Proofreads final draft for errors

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Component 1.5: Publishes text to share with an audience.

1.5.1 Publishes in more than one format for specific audiences and purposes

- Publishes using a variety of publishing options (e.g., book, poster)
- Publishes multi-page pieces and attends to format, graphics, illustrations, and other text features (e.g., captioned photos, maps)
- Publishes for a wide range of purposes, in different forms and formats
- Uses a variety of available technology as part of publication (e.g., slide show, overhead projector, publication software)

Component 1.6: Adjusts writing process as necessary.

1.6.1 Applies understanding of the recursive nature of writing process

- Revises at any stage of process
- Edits as needed at any stage

1.6.2 Uses collaborative skills to adapt writing process

- Contributes to different parts of writing process when working on a class poetry book (e.g., individuals draft poem; group plans format together; individuals submit word processed poems; team edits; class publishes)

1.6.3 Uses knowledge of time constraints to adjust writing process

- Works on one or more drafts over several days or weeks
- Adjusts the number of drafts for on-demand tasks
- Uses appropriate amounts of time on each stage of writing process based on the writing task

Writing EALR 2: The student writes in a variety of forms for different audiences and purposes.

Component 2.1: Adapts writing for a variety of audiences.

2.1.1 Applies understanding of multiple and varied audiences to write effectively

- Identifies an intended audience
- Identifies and includes information a diverse audience needs to know (e.g., explains prior events, makes no assumptions about audience's prior knowledge, such as defining an ollie in skateboarding)
- Anticipates readers' questions and writes accordingly

Component 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing

- Writes to analyze informational text or data (e.g., explains the steps of a scientific investigation)
- Writes to learn (e.g., math learning logs, reflections, double-entry logs, steps/strategies used to solve math problems), to tell a story, to explain, and to persuade
- Writes for more than one purpose using a form (e.g., a letter used to explain, to request, or to persuade)
- Includes more than one mode within a piece to address purpose (e.g., descriptive details or narrative anecdote within an explanation)

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Component 2.3: Writes in a variety of forms/genres.

2.3.1 Uses a variety of forms/genres

- Includes more than one form/genre in a single piece (e.g., a report about salmon which includes a poem, fact box, and story)
- Maintains a log or portfolio to track variety of forms/genres used
- Produces a variety of new forms/genres. Examples
 - interviews
 - autobiographies
 - business letters
 - expository essays
 - persuasive advertisements
 - field observation notes
 - book reviews
 - rhyming couplets
 - raps

Component 2.4: Writes for career applications.

2.4.1 Produces documents used in a career setting

- Collaborates with peers on writing projects (e.g., social studies reports, science lab reports)
- Writes in forms associated with specific tasks or careers (e.g., fund-raising receipts, student council applications, data collection forms)

Writing EALR 3: The student writes clearly and effectively.

Component 3.1: Develops ideas and organize writing.

3.1.1 Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples

- Narrows topic with controlling idea (e.g., from general topic like baseball to specific topic like “The Mariners are my favorite baseball team.”)
- Selects details relevant to the topic to extend ideas and develop elaboration (e.g., specific words and phrases, reasons, anecdotes, facts, descriptions, examples)
- Uses personal experiences, observations, and research to support opinions and ideas (e.g., data relevant to the topic to support conclusions in math, science, or social studies; appropriate anecdotes to explain or persuade)
- Varies method of developing character (e.g., dialogue), setting (e.g., through the eyes of a character) in narratives

Component 3.2: Uses appropriate style.

3.2.1 Applies understanding that different audiences and purposes affect writer’s voice

- Writes with a clearly defined voice appropriate to audience (e.g., informal versus formal voice)
- Writes in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., a “how to” paper vs. a persuasive piece)

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Grade Level Expectations and/or Benchmarks

3.2.2 Uses language appropriate for a specific audience and purpose

- Uses precise language (e.g., powerful verbs, specific descriptors)
- Uses formal, informal, and specialized language (e.g., photosynthesis, ratio, expedition) appropriate for audience and purpose
- Uses literary and sound devices (e.g., similes, personification, rhythm)
- Selects words for impact

3.2.3 Uses a variety of sentences

- Writes a variety of sentence lengths
- Writes a variety of sentence beginnings (e.g., starts with a participial phrase: “Laughing loudly, they walked down the hall.”)
- Writes a variety of sentence structures (e.g., "Tran, busy with his homework, didn't hear the telephone at first. Although he wanted to keep working, Tran took the call. He kept it short.")
- Writes an AA BB pattern for rhymed couplets

Component 3.3: Knows and applies writing conventions appropriate for the grade-level.
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3.3.1 Uses legible handwriting

- Maintains consistency in printing or cursive handwriting (e.g., size, spacing, formation, upper case and lower case)

Note: In components 3.3.1 through 3.3.8, skills are generally not repeated and build each year upon preceding years' skills. Because these skills are learned and practiced as writing becomes more sophisticated, attention should be paid to skills in more than one year.

3.3.2 Spells words appropriate for the grade level accurately

- Uses spelling rules and patterns from previous grades
- Spells high-frequency words correctly
- Uses multiple strategies to spell Examples:
 - Visual patterns (e.g., -ion endings)
 - Sound patterns (e.g., easily confused endings -able / -ible, -ant /-ent)
 - Affixes (e.g., pre-, in-, un-, -ed, -ing, -graph)
 - Rules (e.g., i before e rule)
- Self-corrects spelling errors
- Develops a personal spelling list
- Uses resources to find correct spelling for words identified as misspelled

3.3.3 Applies capitalization rules

- Uses capitalization rules from previous grades
- Capitalizes brand names (e.g., Nike)
- Capitalizes geographic regions (e.g., the West)
- Uses resources to correct capitalization

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Grade Level Expectations and/or Benchmarks

3.3.4 Applies punctuation rules

- Uses punctuation rules from previous grades
- Uses periods in abbreviations (e.g., pg., ft.)
- Uses commas to set off interjections (e.g., Okay, if you say so.) or explanatory phrases (e.g., They stood together, away from the pile of stones in the corner, and their voices were quiet.)
- Uses comma after date or address within text (e.g., June 1, 1993, was an important day in my life.)
- Uses quotation marks in dialogue correctly (e.g., “How’s it going?” the boy asked.)
- Uses hyphen in numbers (e.g., twenty-three)
- Uses hyphen to join numbers (e.g., pages 1-3, The Mariners won, 17-6.)
- Uses ellipsis (. . .) correctly:
 - to show omitted words
 - to show a pause
- Uses semicolon correctly between two independent clauses
- Uses resources to check punctuation

3.3.5 Applies usage rules

- Applies usage rules from previous grades
- Uses subject vs. object pronouns correctly (e.g., I vs. me)
- Uses resources to check usage

3.3.6 Uses complete sentences in writing

- Uses fragments in dialogue as appropriate

3.3.7 Applies paragraph conventions

- Uses paragraph conventions from previous grades
- Uses new paragraphs to change speakers in dialogue

3.3.8 Applies conventional forms for citations

- Cites sources in research using a bibliographic format

Writing EALR 4: The student analyzes and evaluates the effectiveness of written work.

Component 4.1: Analyzes and evaluates others’ and own writing.

4.1.1 Analyzes and evaluates writing using established criteria

- Identifies professional authors’ styles and techniques (e.g., leads, conclusions, word choice, purpose, character and plot development)
- Critiques peers’ writing and supports the opinion using established criteria (e.g., content, organization, style, conventions)
- Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science--looking for conclusions drawn from data)

4.1.2 Analyzes and evaluates own writing using established criteria

- Explains strengths and weaknesses of own writing using criteria (e.g., WASL rubric and anchor papers, checklists, 6-Trait scoring guides)
- Uses criteria to choose and defend choices for a writing portfolio
- Provides evidence that goals have been met (e.g., “My sentence fluency has improved because I now vary the beginnings of my sentences.”)

Grade Five
Grade Level Expectations and/or Benchmarks

Component 4.2: Sets goals for improvement.

4.2.1 Evaluates and adjusts writing goals using criteria

- Writes reflection about growth in writing and creates an improvement plan (e.g., “My introductions are getting better, but I need to learn about different kinds of conclusions.”)
- Evaluates own use of writing process and sets goals (e.g., “After I brainstorm, I need to organize my ideas so my writing flows in a logical order.”)
- Maintains a written log of goals

SCIENCE

In fifth grade, students become more sophisticated in their analysis of the interconnections within systems. When investigating, students use data to support their conclusions and logical arguments. They begin to determine factors that contribute to scientific bias.

Science EALR 1: The student understands and uses scientific concepts and principles.

Component 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.

1.1.2 Understand the relative position and motion of objects.

- Describe the motion of an object in terms of distance, time, and direction as the object travels in a straight line.

Component 1.2 Structures: Understand how components, structures, organizations, and interconnections describe systems.

1.2.1 Analyze how the parts of a system go together and how these parts depend on each other.

- Predict and explain how a system would work if one of its parts was missing or broken.
- Describe what goes into (input) and out of (output) a system (e.g., what keeps a system running).
- Describe the effect on a system when an input in the system is changed.

1.2.4 Understand that Earth's system includes a mostly solid interior, landforms, bodies of water, and an atmosphere.

- Describe how one part of Earth's system depends on or connects to another part of Earth's system (e.g., Puget Sound water affects the air over Seattle).
- Identify and describe various landmasses, bodies of water, and landforms (e.g., illustrate continents, oceans, seas, rivers, mountains, plains from a globe and a map).
- Construct a model that demonstrates understanding of Earth's structure as a system made of parts (e.g., solid surface, water, atmosphere).

Component 1.3 Changes: Understand how interactions within and among systems cause changes in matter and energy.

1.3.1 Understand forces in terms of strength and direction.

- Compare the strength of one force to the strength of another force (e.g., measure that a 5-newton[N] pull from a spring scale is like the weight of a 1-pound object).

1.3.2 Understand that forces can change the motion of common objects.

- Investigate and report how a larger force acting on an object causes a greater change in motion of that object, 2nd Law of Motion (e.g., a 2-newton[N] pull causes a toy car to speed up more than a 1-newton[N] force).

1.3.3 Understand that a substance remains the same substance when changing state. Understand that two or more substances can react to become new substances.

- Observe and describe how a substance is the same substance before and after heating or cooling (e.g., solid candle wax can be heated to become liquid candle wax then cooled back to the same solid candle wax).
- Describe how two different substances can form a simple chemical reaction to produce new substances (e.g., baking soda and vinegar react to form a gas).

Grade Five
Grade Level Expectations and/or Benchmarks

1.3.4 Know processes that change the surface of Earth.

- Describe how weathering and erosion change the surface of the Earth.
- Describe how earthquakes, landslides, and volcanic eruptions change Earth's surface.

1.3.5 Understand that fossils provide evidence of plants, animals, and environments that existed long ago.

- Observe and describe a fossil in a rock.
- Know that fossils provide evidence about plants and animals that lived long ago and the nature of the environment at that time.

1.3.6 Understand weather indicators and understand how water cycles through the atmosphere.

- Describe the effects of water cycling through the land, oceans, and atmosphere (e.g., clouds, rain, snow, hail, rivers).

1.3.8 Understand that living things need constant energy and matter.

- Explain how plants and animals obtain food (e.g., plants make food from air, water, sunlight, mineral nutrients; animals obtain food from other living things).

1.3.9 Understand that plant and animal species change over time.

- Recognize and tell how some kinds of plants and animals survive well, some survive less well, and some cannot survive at all in particular environments, and provide examples.
- Recognize and describe how individual plants and animals of the same kind differ in their characteristics and sometimes the differences give individuals an advantage in surviving and reproducing.
- Demonstrate or describe that fossils can be compared to one another and to living organisms according to their similarities and differences (i.e., some organisms that lived long ago are similar to existing organisms, but some are quite different).

1.3.10 Understand that that an organism's ability to survive is influenced by the organism's behavior and the ecosystem in which it lives.

- Describe how an organism's ability to survive is affected by a change in an ecosystem (e.g., the loss of one organism in a food chain affects all other organisms in that food chain).
- Describe the path of substances (i.e., air, water, mineral nutrients) through a food chain.

Science EALR 2: The student knows and applies the skills and processes of science and technology.

Component 2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.
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2.1.1 Understand how to ask a question about objects, organisms, and events in the environment.

- Identify the question being answered in an investigation.
- Ask questions about objects, organisms, and events based on observations of the natural world.
- Develop a new question that can be investigated with the same materials and/or data as a given investigation.

Grade Five
Grade Level Expectations and/or Benchmarks

2.1.2 Understand how to plan and conduct simple investigations following all safety rules.

- Make predictions of the results of an investigation.
- Generate a logical plan for, and conduct, a simple controlled investigation with the following attributes:
 - prediction
 - appropriate materials, tools, and available computer technology
 - variables kept the same (controlled)
 - one changed variable (manipulated)
 - measured (responding) variable
 - gather, record, and organize data using appropriate units, charts, and/or graphs
 - multiple trials
- Generate a logical plan for a simple field investigation with the following attributes:
 - Identify multiple variables
 - Select observable or measurable variables related to the investigative question
- Identify and use simple equipment and tools (such as magnifiers, rulers, balances, scales, and thermometers) to gather data and extend the senses.
- Follow all safety rules during investigations.

2.1.3 Understand how to construct a reasonable explanation using evidence.

- Generate a scientific conclusion including supporting data from an investigation (e.g., grass grows taller with more light; with only 2 hours of light each day, grass grew 2 centimeters in two weeks, but with 6 hours of light, grass grew 8 centimeters).
- Describe a reason for a given conclusion using evidence from an investigation.
- Generate a scientific explanation of observed phenomena using given data.
- Predict what logically might occur if an investigation lasted longer or was changed.

2.1.4 Understand how to use simple models to represent objects, events, systems, and processes.

- List similarities and differences between a model and what the model represents (e.g., a hinge and an elbow; a spinning globe and Earth's rotations; steam from a tea kettle and clouds or fog).
- Create a simple model to represent common objects, events, systems, or processes (e.g., diagram or map and /or physical model).
- Investigate phenomena using a simple physical or computer model or simulation.
- Describe reasons for using a model to investigate phenomena (e.g., processes that happen very slowly or quickly; things that are too small or too large for direct observation; phenomena that cannot be controlled or are potentially dangerous).

2.1.5 Understand how to report investigations and explanations of objects, events, systems, and processes.

- Report observations or data of simple investigations without making inferences.
- Summarize an investigation by describing:
 - reasons for selecting the investigative plan
 - materials used in the investigation
 - observations, data, results
 - explanations and conclusions in written, mathematical, oral, and information technology presentation formats
 - safety procedures used

Grade Five
Grade Level Expectations and/or Benchmarks

Component 2.2 Nature of Science: Understand the nature of scientific inquiry

2.2.1 Understand that all scientific observations are reported accurately and honestly even when the observations contradict expectations.

- Explain why scientific observations are recorded accurately and honestly.
- Explain why scientific records of observations are not changed even when the records do not match initial expectations.
- Explain why honest acknowledgement of the contributions of others and information sources are necessary.

2.2.2 Understand that scientific facts are measurements and observations of phenomena in the natural world that are repeatable and/or verified by expert scientists.

- Describe whether measurements and/or observations of phenomena are scientific facts.
- Describe whether a report of an observation is a scientific fact or an interpretation (e.g., seeing a light in the night sky versus seeing a star).

2.2.3 Understand why similar investigations may not produce similar results.

- Describe reasons why two similar investigations can produce different results (e.g., identify possible sources of error).
- Explain whether sufficient information has been obtained to make a conclusion.

2.2.4 Understand how to make the results of scientific investigations reliable.

- Describe how the method of investigation insures reliable results (i.e., reliability means that repeating an investigation gives similar results).
- Identify and describe ways to increase the reliability of the results of an investigation (e.g., multiple trials of an investigation increase the reliability of the results).

2.2.5 Understand that scientific comprehension of systems increases through inquiry.

- Describe how scientific inquiry results in facts, unexpected findings, ideas, evidence, and explanations.
- Describe how results of scientific inquiry may change our understanding of the systems of the natural and constructed world.
- Explain how ideas about the natural and/or constructed world have changed because of scientific inquiry.

Science EALR 3: The student understands the nature and contexts of science and technology.

Component 3.1 Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

3.1.1 Understand problems found in ordinary situations in which scientific design can be or has been used to design solutions.

- Describe an appropriate question that could lead to a possible solution to a problem.
- Describe how science and technology could be used to solve a human problem (e.g., using an electric lamp as a source of varied light for plant growth).
- Describe the scientific concept, principle, or process used in a solution to a human problem (e.g., a student using the force of a stretched spring for a push or pull).
- Describe how to scientifically gather information to develop a solution (e.g., find an acceptable information source, do an investigation, and collect data).

Grade Five
Grade Level Expectations and/or Benchmarks

3.1.2 Understand how the scientific design process is used to develop and implement solutions to human problems.

- Propose, implement, and document the scientific design process used to solve a problem or challenge:
 - define the problem
 - scientifically gather information and collect measurable data
 - explore ideas
 - make a plan
 - list steps to do the plan
 - scientifically test solutions
 - document the scientific design process
- Describe possible solutions to a problem (e.g., preventing an injury on the playground by creating a softer landing at the bottom of a slide).
- Describe the reason(s) for the effectiveness of a solution to a problem or challenge.

3.1.3 Analyze how well a design or a product solves a problem.

- Identify the criteria for an acceptable solution to a problem or challenge.
- Describe the reason(s) for the effectiveness of a solution to a problem or challenge using scientific concepts and principles.
- Describe the consequences of the solution to a problem or challenge (e.g., sharpening a crayon results in using up crayons faster).
- Describe how to change a system to solve a problem or improve a solution to a problem.
- Test how well a solution works based on criteria, and recommend and justify, with scientific concepts or principles and data, how to make it better (e.g., sharpen a crayon using sandpaper; one grit is better than another).

Component 3.2 Science, Technology and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

3.2.1 Understand that science and technology have been practiced by all peoples throughout history.

- Describe how individuals of diverse backgrounds have made significant scientific discoveries or technological advances.
- Describe how advancements in science and technology have developed over time and with contributions from diverse people.

3.2.2 Understand that people have invented tools for everyday life and for scientific investigations.

- Describe how common tools help people design ways to adapt to different environments (e.g., sewing needle to make clothes).
- Describe how scientific ideas and discoveries are used to design solutions to human problems, extend human ability, or help humans adapt to different environments (e.g., prosthetics used to replace lost limbs).

3.2.3 Understand how knowledge and skills of science, mathematics, and technology are used in common occupations.

- Identify science, math, and technology skills used in a career.
- Identify occupations using scientific, mathematical, and technological knowledge and skills.

Grade Five
Grade Level Expectations and/or Benchmarks

3.2.4 Understand how humans depend on the natural environment and can cause changes in the environment that affect humans' ability to survive.

- Describe how resources can be conserved through reusing, reducing, and recycling.
- Describe the effects conservation has on the environment.
- Describe the effects of humans on the health of an ecosystem.
- Describe how humans can cause changes in the environment that affect the livability of the environment for humans.
- Describe the limited resources humans depend on and how changes in these resources affect the livability of the environment for humans.

COMMUNICATIONS

Communications EALR 1: The student uses listening and observation skills to gain understanding.

Component 1.1: Uses listening and observation strategies and skills to focus attention and interpret information.
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1.1.1 Applies a variety of listening strategies to accommodate the listening situation.

- Adapts listening behavior to attend to a task.
- Responds to verbal and non-verbal cues associated with the situation. (e.g., classroom routine and/or teacher/peer interaction).
- Sustains attention during group activities.
- Uses strategies for enjoyment listening, active listening, critical listening, when appropriate and empathetic listening with teacher support. (See GLE 1.1.2 and 1.2.1.)

1.1.2 Applies a variety of listening and observation skills/ strategies to interpret information.

- Paraphrases information by stating in own words (Revising).
- Asks questions to verify content and meaning of the message (e.g., Health – “So are you saying that stress can be positive?” Social Studies – “When our principal said that our speech is protected by the First Amendment, does that mean we can say anything we want?”).
- Provides feedback pertinent to the listening or observation situation (e.g., Social Studies - “The map helped me understand what part of Mexico became the United States after the Spanish-American War.”).
- Arranges ideas using a variety of organizing methods to interpret information with teacher guidance (e.g., drawings, graphic organizers, note taking, etc.).
- Explains visual information gained through observation required in content areas (e.g., Health – “The chart shows that heart disease is the leading cause of death in the U.S.”; Social Studies – “World maps illustrating the ‘triangle trade’ routes show how Europe, the Americas, and Africa interacted in the 16th and 17th Centuries.”; Visual Art - creates drawing to reflect personal understanding or feeling evoked from artwork.)

Component 1.2: Interprets, analyzes, synthesizes, or evaluates information from a variety of sources.
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1.2.1 Applies strategies to comprehend auditory and visual information.

- Makes inferences (e.g., Fitness – “I need to wear my bike helmet because I ride where the roads are busy.” Social Studies – “There are no women in the painting of the signing of the Declaration of Independence because they probably weren’t allowed to attend the ceremony.”).
- Listens for, identifies and explains personal connections to events and emotions; and connections between events (e.g., the motivation that triggered action in a story; a story and a movie with the same theme).
- Draws conclusions from auditory and visual information in content areas (e.g., Health – “I need to drink lots of water because my body is more than 50% water and I don’t want to get dehydrated.” Social Studies – “Paul Revere’s illustration of the Boston Massacre was drawn in a way to make the colonists upset with British rule.”).
- Summarizes stories, information, and videos with teacher assistance (e.g., Math - summarizes a mathematical situation before trying to solve it; Theater - summarizes the plot of a school play).
- Explains emotion behind message (empathetic listening) from speaker’s point of view, with teacher support. (e.g., “ I think Kimi is frustrated with the rule that won’t allow her to wear flip flops to school while Caitlin feels because she thinks tennis shoes are better for recess.”).

Grade Five
Grade Level Expectations and/or Benchmarks

1.2.2 Understands and analyzes point of view and persuasion in mass media.

- Selects and explains examples of persuasion (e.g., band- wagon, peer pressure, testimonials/ endorsements) used in mass media (e.g., advertisements in magazines, radio, television, product displays, newspaper, and advergames on the Internet).
- Explains how fact and opinion are used to persuade in mass media (e.g., When Michael Jordan promotes Nike as his favorite product, it's his opinion that might persuade the listener. When 98% of dentists recommend a certain tooth paste, it appears as fact that might persuade the listener.).
- Identifies point of view in the news, infomercials, billboards, and supports with evidence.

Communications EALR 2: The student uses communication strategies and skills to interact/work effectively with others.

Component 2.1: Uses language to interact effectively and responsibly.

2.1.1 Uses language that adapts to the needs of the audience, situation and setting.

- Selects language that is respectful of others' feelings and rights (e.g., no threats, bullying, derogatory, or discriminatory language).
- Chooses language that enhances relationships and resolves conflict in classroom activities or role playing (e.g., "Rose, I think you have a good idea, but I feel it is also important to think about...").
- Uses persuasive language to influence others. (e.g., to persuade).
- Adjusts language register to the situation (e.g., formal register is used when giving a presentation followed by questions and answers using a consultative register).

Component 2.2: Uses interpersonal skills and strategies to work collaboratively, solve problems and perform a task.

2.2.1 Understands how to show respect for others' input.

- Expresses one's self, uses turn-taking cues so that everyone has a chance to speak. (e.g., a pause may be a turn-taking cue. The length of the pause may vary between children).
- Expresses support by identifying and acknowledging different points of view (e.g., "Rita, I hear you saying...." "I know what you mean, I have another idea.").
- As a member of the audience, responds to the speaker with encouraging non-verbal communication (e.g., smiling, clapping and nodding at appropriate times).

2.2.2 Applies skills to contribute responsibly in a group setting.

- Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
- Facilitates group progress by suggesting solutions, checking for group understanding and initiating action. (e.g., brainstorming, problem solving, compromising).

Component 2.3: Use skills and strategies to constructively communicate interculturality.

2.3.1 Understands what influences perspective and the way people communicate.

- Explains the factors that influence perspective and the way people communicate (e.g., life experiences, family beliefs, culture, location, religion).
- Explains multicultural perspective.
- Identifies one's own perspective on a given topic or idea (e.g., Social Studies - "I think the American Revolution was important because, it gave us our freedom." or "I think the American Revolution harmed the native people because they lost more of their land and culture.").

Grade Five
Grade Level Expectations and/or Benchmarks

2.3.2 Applies inter-cultural communication strategies.

- Uses flexibility in adjusting to cultural dissimilarities (e.g., suspends judgment, responds with respect).

Communications EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.

Component 3.1: Uses knowledge of topic/theme, audience, and purpose in planning presentations.

3.1.1 Understands how to plan for effective oral communication and presentation.

- Plans a presentation for a specific purpose (e.g., to entertain, inform, explain, persuade).
- Selects the most relevant information from multiple resources to appeal to the interest and background knowledge of the audience.
- When selecting information, gives credit to the source.
- Uses tools (e.g., template for a simple outline, graphic organizers, notecards) to organize information in a logical sequence (e.g., in order of importance) using smooth transitions.

Component 3.2: Uses media and other resources to support presentations.

3.2.1 Applies skills and strategies in using available relevant media and resources to convey a message and enhance oral presentations.

- Uses visual aids (e.g., illustrations, photos, bar and circle graphs, histograms, charts, tables, and maps).
- Uses available presentation technologies independently.
- Uses reliable online sources (e.g., Internet, encyclopedia).

Component 3.3: Uses effective delivery.

3.3.1 Applies skills for delivery of effective oral communication and presentations.

- Uses body language to support a message or enhance an oral presentation.
- Adjusts volume in order to engage the audience (e.g., lower and raise voice for interest).
- Uses adult grammar and syntax appropriate to grade level.
- Uses appropriate language registers with teacher guidance (e.g., casual vs. formal: peer-to-peer and/or small group versus large group).
- Uses comparisons, story-telling and analogies to explain ideas.

Communications EALR 4: The student analyzes and evaluates the effectiveness of communication.

Component 4.1: Assesses effectiveness of one’s own and others’ communication.

4.1.1 Applies established criteria to understand strengths and weaknesses of own communication.

- Seeks feedback from teacher and/or peers to improve communication.
- Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication: group work or presentation types, content scoring guides)

Grade Five
Grade Level Expectations and/or Benchmarks

4.1.2 Analyzes and evaluates other’s formal and informal communication using established criteria.

- Examines elements of communication based on classroom criteria (a rubric or checklist) and offers feedback on strengths and weaknesses (e.g., “You spoke with expression.” “When you spoke with expression, it helped me understand what you were saying.”).

Component 4.2: Sets goals for improvement .
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4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

- Sets goals goal from any area of communication using feedback and creates a plan to meet the goals.
- Monitors progress toward implementing the plan, making adjustments and corrections as needed.

SOCIAL STUDIES

Ten-year olds have the capacity to understand abstract concepts as well as cause-and-effect relationships. Generally they are enthusiastic and interested in places and problems in the news; they want to understand why events occurred and the reasons for them. This enthusiasm and interest can be capitalized on in the understanding of historical events provided these events are made personally meaningful.

History

Social Studies EALR H1: The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State history.

Component H1.1: Understand and analyze historical time and chronology.

Benchmarks

- Group personal, local, state, and national events in terms of past, present, and future, and place in proper sequence on a timeline
- Identify and analyze relationships between historical events

Component H1.2: Understand events, trends, individuals, and movements shaping the United States, world, and Washington State history.

Benchmarks

UNITED STATES

- Describe and compare patterns of life over time in the following historical periods:
 - Worlds Meet: Western Europe, West Africa, the Americas
 - Settlement and Colonization (1607-1776)
 - Revolution and Constitution (1754-1789)

Component H1.3: Examine the influence of culture on the United States, world, and Washington State history.

Benchmarks

- Describe the contributions of people from various cultural groups to the development of local, Washington State, and U.S. history

Social Studies EALR H2: The student understands the origin and impact of ideas and technological developments on history.

Component H2.1: Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.

Benchmarks

- Explain how an idea has affected the way people live

Component H2.2: Understand how ideas and technological developments influence people, culture, and environment.

Not Applicable at Grade Level Five

Geography

Social Studies EALR G1: The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

Component G1.1: Use and construct maps, charts, and other resources to gather and interpret geographic information.

Benchmarks

- Use basic mapping elements to construct a map that displays information about school grounds, a neighborhood, or a local community (Location, Place)

Component G1.2: Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.

Not Applicable at Grade Level Five

Social Studies EALR G2: The student understands the complex physical and human characteristics of places and regions.

Component G2.1: Describe the natural characteristics of places and regions and explain the causes of their characteristics.

Not Applicable at Grade Level Five

Component G2.2: Describe the patterns humans make on places and regions.

Not Applicable at Grade Level Five

Component G2.3: Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions.

Not Applicable at Grade Level Five

Social Studies EALR G3: The student observes and analyzes the interaction between people, the environment, and culture.

Component G3.1: Identify and examine people's interaction with and impact on the environment.

Not Applicable at Grade Level Five

Grade Five
Grade Level Expectations and/or Benchmarks

Component G3.2: Analyze how the environment and environmental changes affect people.

Benchmarks

- Describe how differing environments both provide varying opportunities and set limits for human activity (Human/Environment Interaction, Region, Place)
- Describe how people adapt to their environment to meet basic human needs and concerns (Human/Environment Interaction, Region)

Component G3.3: Examine cultural characteristics, transmission, diffusion and interaction.

Benchmarks

- Know that people are born into societies that consist of different racial, ethnic, religious, and/or social groups (Location, Region, Place)
- Recognize the positive and negative outcomes that can result when people of different cultural backgrounds interact and understand how an awareness of cultural traditions can help in cross-cultural communication (Five Themes)

Civics

Social Studies EALR C1: The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.

Component C1.1: Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents.

Benchmarks

- Identify and describe the essential characteristics of the Declaration of Independence
- Identify and describe the essential characteristics of the Constitution

Component C1.2: Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law.

Benchmarks

- Identify key democratic ideals of U.S. government
- Identify the traits of responsible citizenship and explain how they contribute to the democratic ideal.

Component C1.3: Examine representative government and citizen participation.

Benchmarks

- Identify examples of rights and responsibilities of citizenship

Social Studies EALR C2: The student analyzes the purposes and organization of government and laws.

Component C2.1: Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches.

Benchmarks

- Identify the people and entities who make, apply, and enforce rules and laws

Grade Five
Grade Level Expectations and/or Benchmarks

Component C2.2: Understand the function and effect of law.

Benchmarks

- Explain the purpose of rules and laws

Component C2.3: Compare and contrast democracies with other forms of government.

Benchmarks

- Understand that different societies have different forms of government
- Explain what government is and what governments do

Social Studies EALR C3: The student understands the purposes and organization of international relationships and how United States foreign policy is made.

Component C3.1: Understand how the world is organized politically and how nations interact.

Benchmarks

- Explain what a nation is and how the world is divided into many nations

Component C3.2: Recognize factors and roles that affect the development of foreign policy by the United States, other nations, and multinational organizations.

Benchmarks

- Provide examples of conflict, cooperation, and interdependence among individuals, groups, and nations
- Explain why a nation would want to develop relationships with other nations

Social Studies EALR C4: The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

Component C4.1: Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level.

Benchmarks

- Identify individual rights and the responsibilities they imply and the importance of respecting the rights of others

Component C4.2: Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues.

Benchmarks

- Participate in civic discussion pertaining to public issues at school and in the local community
- Explain the important characteristics of U.S. citizenship

Component C4.3: Explain how various stakeholders influence public policy.

Benchmarks

- Describe how one person can make a difference in school or the local community

Economics

Social Studies EALR E1: Students understand the impact of scarcity on their personal lives and on the households, businesses, governments, and societies in which they are participants.

Component E1.1: Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.

Not Applicable at Grade Level Five

Component E1.2: Understand that the availability and use of resources influences the production of goods and services in the economy.

Not Applicable at Grade Level Five

Social Studies EALR E2: Students understand the essential characteristics of past and present economic systems.

Component E2.1: Recognize that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.

Benchmarks

- Recognize that people trade or exchange goods and services only when they think they will gain
- Describe how markets are created by buyers and sellers exchanging goods and services.
- Understand that exchange will lead to specialization

Component E2.2: Explain how different economic systems produce, distribute, and exchange goods and services.

Not Applicable at Grade Level Five

Component E2.3: Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers.

Not Applicable at Grade Level Five

Component E2.4: Understand that investment in people, tools, and technology affects employment levels and standards of living.

Benchmarks

- Explain how economic change affects individuals and societies in neighborhoods, communities, and countries
- Analyze the impact of technology and tools of the production of goods and services

Grade Five
Grade Level Expectations and/or Benchmarks

Social Studies EALR E3: Students understand the role of government and institutions in past and present economic systems.

Component E3.1: Analyze the role of government as participant in an economy through taxation, spending, and policy setting.

Not Applicable at Grade Level Five

Component E3.2: Understand the role of money, banking, and financial institutions and how individuals and businesses use them.

Not Applicable at Grade Level Five

THE ARTS

Arts EALR 1: The student understands and applies arts knowledge and skills.

Benchmark Component 1.1: Understand arts concepts and vocabulary.
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BENCHMARK LEVEL 1: *Identifies and uses visual art, dance, theatre, and music vocabulary and concepts*

Dance

1.1.1 Elements:space; time; energy/force

- Performs movement which includes accent and rest (time)
- Creates and performs free and controlled movement (energy)

1.1.2 Principles of Organization: repetition; form/design; theme

- Creates a simple dance, combining a variety of dance elements and principles of organization (choreography)

Music

1.1.1 Elements:Pitch; Rhythm; Expression (dynamics, style, tempo, phrasing); Timbre

1.1.2 Principles of Organization: notation; form; melody; harmony

- Identifies and uses the following musical notation: sharp, flat, tie (*notation*)
- Identifies and performs simple musical forms (i.e., theme and variation)
- Aurally discriminates between major and minor

Theatre

1.1.1 Elements:character; setting; dialogue; conflict

- Identifies and describes character traits within a scene/ play
- Identifies and describes the use of mood within the setting a scene/play
- Identifies and describes the sequence of actions that make up the beginning middle and end of a scene/play

1.1.2 Principles of Organization: plot; design; theme

- Identifies multiple conflict resolutions within a plot in a scene/play
- Identifies and describes costume, set, props, sound as elements of design in a scene/play
- Compares and contrasts main ideas in multiple scenes/plays

Visual Arts

1.1.1 Elements:line; shape/form; texture; color; space; value

- Understands and demonstrates the use of line through direction, type, and quality
- Understands and demonstrates the relationship of 2D shapes to 3D forms
- Uses a color wheel to demonstrate color relationships
- Recognizes and demonstrates actual and simulated texture
- Recognizes and uses spatial devices and concepts to create depth
- Recognizes and demonstrates a range of values

1.1.2 Principles of Organization: balance; emphasis/dominance; proportion; movement/ rhythm; repetition/ pattern; variety; harmony; unity

- Identifies and applies principles of balance, repetition, emphasis, and movement in an artwork

Grade Five
Grade Level Expectations and/or Benchmarks

Benchmark Component 1.2: Develop arts skills and techniques.

BENCHMARK LEVEL 1

Dance

- Explains the purpose of warming up before dancing
- Explains the importance of correct posture to health and movement safety
- Performs an original dance from memory

Music

- Sings in tune using proper posture, diction, breathing, and expression
- Performs melodic and harmonic lines within an ensemble

Theatre

- Identifies and uses voice to communicate character
- Identifies and uses movement to communicate character
- Identifies and uses emotional and sensory recall to create character
- Identifies and uses ensemble skills in scene/play
- Identifies and uses appropriate focus techniques while participating in a scene/play

Visual Arts: *Identifies and uses basic art skills and techniques*

- Uses a variety of techniques in observational drawing
- Uses different 2d and 3d art mediums to create textural effects
- Combines media for visual and expressive purposes

Benchmark Component 1.3: Understand and apply arts styles from various artist, cultures, and times.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Identifies specific attributes of artworks of various artists, cultures, and times using arts vocabulary

Benchmark Component 1.4: Apply audience skills in a variety of arts settings and performances

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Demonstrates audience conventions in a variety of arts settings and performances

Arts EALR 2: The student demonstrates thinking skills using artistic processes.

Benchmark Component 2.1: Apply a creative process in the arts:

- Conceptualize** the context or purpose
- Gather** information from diverse sources
- Develop** ideas and techniques
- Organize** arts elements, forms, and/or principles into a creative work
- Reflect** for the purpose of elaboration and self-evaluation
- Refine** work based on feedback
- Present** work to others

Grade Five
Grade Level Expectations and/or Benchmarks

BENCHMARK LEVEL 1: Develops work using a creative process with instructor direction

Dance, Music, Theatre, Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process

Benchmark Component 2.2: Apply a performance process in the arts:

Identify audience and purpose

Select artistic work (repertoire) to perform

Analyze structure and background of work

Interpret by developing a personal interpretation of the work

Rehearse, adjust, and refine through evaluation and problem-solving

Present work for others

Reflect and evaluate

BENCHMARK LEVEL 1: Develops work using a performance process with instructor direction

Dance, Music, Theatre, Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process

Benchmark Component 2.3: Apply a responding process to an arts presentation.

Engage actively and purposefully

Describe what is seen and/or heard

Analyze how the elements are arranged and organized

Interpret based on descriptive properties

Evaluate using supportive evidence and criteria

BENCHMARK LEVEL 1: Develops work using a performance process with instructor direction

Dance, Music, Theatre, Visual Arts

- Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process

Arts EALR 3: The student communicates through the arts.

Benchmark Component 3.1: Use the arts to express and present ideas and feelings.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Expresses ideas and feelings through the arts

Benchmark Component 3.2: Use the arts to communicate for a specific purpose.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Creates and/or performs an artwork to communicate for a given purpose with instructor direction

Benchmark Component 3.3: Develop personal aesthetic criteria to communicate artistic choices.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Explains how personal aesthetic criteria is reflected in artwork

Grade Five
Grade Level Expectations and/or Benchmarks

Arts EALR 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Benchmark Component 4.1: Demonstrate and analyze the connections among the arts disciplines.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Describes skills, concepts, and vocabulary common among arts disciplines

Benchmark Component 4.2: Demonstrate and analyze the connections among the arts and other content areas.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Identifies skills, concepts, and vocabulary common to the arts and other content areas

Benchmark Component 4.3: Understand how the arts impact lifelong choices.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Analyzes how the arts impact personal and community choices

Benchmark Component 4.4: Understand that the arts shape and reflect culture and history.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Identifies specific attributes of artworks that reflect culture

Benchmark Component 4.5: Demonstrate the knowledge of arts careers and the knowledge of arts skills in the world of work.

BENCHMARK LEVEL 1

Dance, Music, Theatre, Visual Arts

- Describes career roles in the arts
- Demonstrates arts skills used in the world of work

HEALTH & FITNESS

Note: EALR subcomponents are listed; draft GLEs (11/2003) are shown following in italics.

Health & Fitness EALR 1.0: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1: Develop fundamental and complex movement skills, as developmentally appropriate.

Benchmark Indicator 1.1.1.a Demonstrate physical skills (locomotors, non-locomotors, and manipulative) that contribute to movement proficiency.

Demonstrate manipulative skills contributing to movement proficiency.

- Throw a variety of balls within various activities and force (i.e. football, soccer throw-in, Frisbee)
- Catch and field a variety of balls
- Kick/pass/punt a ball with accuracy while moving
- Foot dribble a ball changing directions both independently and in various group activities.
- Hand dribble against an opponent
- Strike consistently to a specific area using a manipulative
- Volley an object by using a variety of body parts and manipulative.

Demonstrate mature form in locomotors patterns and non-locomotors skills.

- Demonstrates rhythmic movement with smooth transitions (routines)
- Static and dynamic balance incorporated within a routine

Component 1.2: Safely participates in a variety of developmentally appropriate physical activities.

Benchmark Indicator 1.2.1 - Follows rules and safety procedures while participating in a variety of physical activities.

Applies rules and safety procedures while participating in a variety of physical activities.

- Proper use of equipment
- Maintains body control in general and personal space
- Follows classroom/school rules
- Follows rules as they apply to specific activities
- Demonstrate safe play

Component 1.3: Understands the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.

Benchmark Indicator 1.3.1 Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.

Grade Five
Grade Level Expectations and/or Benchmarks

Identify and define components of fitness (muscular strength and muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and the concepts of fitness for daily living.

- Relate the components of fitness to appropriate fitness assessments
- Monitor and analyze self progress in a teacher-designed fitness log
- Participate in fitness assessments for goal setting

Component 1.4: Understand the relationship of nutrition and food nutrients to physical performance and body composition.

Benchmark Indicator 1.4.1 a. Identify how bodily function and physical performance are affected by food consumption.

Describe how bodily function and physical performance are affected by food consumption.

- Compare and contrast food labels for nutritional value
- Explain the impact of healthy eating on physical performance and academic performance

Benchmark Indicator 1.4.1 b. Recognize the benefits of movement, fitness, and nutrition.

Recognize the benefits of movement, fitness, and nutrition.

- Illustrate the activity pyramid and related to the components of fitness

Health & Fitness EALR 2.0: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognize patterns of growth and development, reduce health risks and live safely.

Component 2.1: Recognize patterns of growth and development.

Benchmark Indicator 2.1.1 a...– Describe the structure and function of human body systems.

Understand the structure and function of human body systems.

- Identify basic body systems and their functions (reproductive, endocrine, immune, integumentary...skin)
- Describe how the physical, mental and emotional changes that occur during growth affect one's health (i.e., puberty, hormonal, skeletal)

Benchmark Indicator 2.1.1 b. – Identify hereditary factors that affect growth and development.

Identify hereditary factors that affect growth and development.

- Explain how hereditary factors affect growth and development

Benchmark Indicator 2.1.1.c. – Describe the influence of nutrition on health and development.

Understand the influence of nutrition on health and growth /development.

- Describe how dietary habits (food selection) affect overall health, and growth/development

Grade Five
Grade Level Expectations and/or Benchmarks

Component 2.2: Understanding the concept of control and prevention of disease.

Benchmark Indicator 2.2.1.a Identify skills that help in the prevention of non-communicable diseases.

Understands the skills that control and prevent non-communicable diseases.

- Identify healthy practices for the prevention of non-communicable diseases (osteoporosis, alcoholism)
- Identify the practices that reduce risk factors for non-communicable disease (environmental)

Benchmark Indicator 2.2.1.b Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.

Understands the skills that control and prevent communicable diseases.

- Explain and or demonstrate healthy practices for the prevention of communicable diseases (blood-borne pathogens)

Component 2.3: Acquire skills to live safely and reduce health risks.

Benchmark Indicator 2.3.1.a Explain one's right to personal and physical safety.

Understand one's right to personal and physical safety.

- Demonstrate appropriate use of personal space
- Define appropriate and inappropriate touch
- Recognize the right for the refusal of unsafe activity

Benchmark Indicator 2.3.1.b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.

Understand abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.

- Identify the various aspects of harassment (bullying, teasing, threatening)
- Describe appropriate responses to harassment.
- Identify safe and risky behaviors at home, school and in the community
- Identify injury prevention behaviors (fire, water, bike)
- Identify terms/definitions related to abuse and risky situations
- Illustrate the decision-making model (Is it safe? Is it legal? Would your parents approve?) in a script/skit or dialogue
- Dramatize conflict and anger management situations (role playing, discuss and evaluate)

Benchmark Indicator 2.3.1.c Identify sources to ask for help in an emergency or crisis.

Know the sources to ask for help in an emergency or crisis.

- Describe getting/giving reliable help (peers, teachers, parents, emergency personnel...sheriff, fire, 911, poison control, neighbor, self)
- Know and define vocabulary: crisis, emergency situations, simple or immediate first aid (bee stings, burns, choking, poison, nose bleed)

Grade Five
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Benchmark Indicator 2.3.1.d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help.

Know the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help.

- Compare definitions of stress (eustress and distress)
- Identify signals of stress
- Select appropriate help (who, when, how)

Benchmark Indicator 2.3.1.e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.

Understand the physical and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.

- Demonstrate skills involved in avoiding risky situations (including refusal skills)
- Recognize the consequences of alcohol, tobacco, and other drug use (legal, health risks, parents)

Health & Fitness EALR 3.0: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: Understand how environmental factors affect one's health.

Not incorporated at Grade Level Five

Component 3.2: Gather and analyze health information.
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Benchmark Indicator 3.2.1.a Determine reliable sources of health information.

Know reliable sources of health information.

- List criteria for judging reliable sources of health information (parents, medical information, community agencies, etc.)
- Apply research skills: fact vs. myth, fiction vs. non-fiction, web-based information

Benchmark Indicator 3.2.1.b Identify messages about safe and unsafe behaviors such as those found in tobacco or alcohol advertising.

Understand the messages about safe and unsafe behaviors.

- Identify the techniques the media uses for persuasion (bandwagon and testimonial as associated with tobacco, alcohol, toy, and food products)
- Identify products, resources, and messages that promote health (wear seatbelts, bike helmets, video)
- Recognize hidden messages (*happier, richer, fit-in, join the crowd*)

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Component 3.3: Use social skills to promote health and safety in a variety of situations.

Benchmark Indicator 3.3.1 Applies appropriate social skills to keep out of trouble and resist pressure from others.

Applies social skills to keep out of trouble and resist pressure from others.

- Recognize risky situations and describe how to avoid them (“I” messages, clear no statements, repeat no statements, suggest alternative, walk away)
- Resolve conflict respectfully through appropriate social skills

Component 3.4: Understand how emotions influence decision making.

Benchmark Indicator 3.4.1.a Express emotions in healthy ways and form safe and respectful relationships.

Knows how to express emotions in healthy ways and form safe and respectful relationships.

- Demonstrate problem solving strategies when emotions affect relationships

Benchmark Indicator 3.4.1.b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations.

Recognize and understand emotions and how they affect decision-making.

- Distinguish how emotions affect self and others when making decisions regarding healthy choices
- Demonstrate appropriate emotional-response strategies

Health & Fitness EALR 4.0: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: Analyze health and safety information.

Benchmark Indicator 4.1.1.a – Identify how fitness and healthy living are important for life goals.

Apply the components of fitness used at home, school, and in the community.

- Administer and assess the physical fitness components to self and others

Benchmark Indicator 4.1.1.b – Identify how fitness and healthy living are important for life goals.

Apply principles of safety within the components of fitness.

- Use safety principles when performing age appropriate activities (i.e., chores, exercises, stretching, play)

Component 4.2: Develop a health and fitness plan and a monitoring system.

Benchmark Indicator 4.2.1 – Set daily goals for improving health and fitness practices.

Define and set goals for improving health and fitness practices.

- Use fitness assessment results to set individual realistic goals and develop a plan to improve previous health-related fitness scores
- Evaluate and apply health and fitness practices as it impacts daily health (healthy diet, risky behaviors)