

## Grade 5 Standard Matrix

Sep

Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

### ENGLISH-LANGUAGE ARTS

**2.0**

**Reading:** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

X

X

**1.0**

**Writing:** Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

X

X

**2.0**

**Writing:** Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

X

X

X

X

X

X

X

**2.3**

**Writing:** Write research reports about important ideas, issues, or events by using the following guidelines:  
 a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.

X

X

**2.4**

**Writing:** Write persuasive letters or compositions:  
 a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.

X

X

X

**1.5**

**Written & Oral English Language Conventions:** Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

X

X

X

X





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### SCIENCE

2.e

**Life Sciences:** Students know how sugar, water, and minerals are transported in a vascular plant.

X

2.f

**Life Sciences:** Students know plants use carbon dioxide (CO<sub>2</sub>) and energy from sunlight to build molecules of sugar and release oxygen.

X

2.g

**Life Sciences:** Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO<sub>2</sub>) and water (respiration).

X

X

### HISTORY/SOCIAL SCIENCE

5.1.1

**Social Science:** Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

X

X

X

5.1.2

**Social Science:** Describe their varied customs and folklore traditions.

X

5.2.3

**Social Science:** Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

X

X

5.8.1

**Social Science:** Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

X

X

5.8.3

**Social Science:** Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

X



Grade 5



PHYSICAL EDUCATION

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
3	<b>Physical Education:</b> Assess and maintain a level of physical fitness to improve health and performance.		X							
3.2	<b>Physical Education:</b> Plan a day of healthy, balanced meals and snacks designed to enhance performance of physical activity.							X		
3.6	<b>Physical Education:</b> Perform flexibility exercises that will stretch specific muscle areas for given physical activities.						X			
4.2	<b>Physical Education:</b> Explain why dehydration impairs temperature regulation and physical and mental performance.							X		
4.3	<b>Physical Education:</b> Develop and describe three short-term and three long-term fitness goals.									X
4.6	<b>Physical Education:</b> Record water intake before, during, and after physical activity.							X		
4.8	<b>Physical Education:</b> Identify target heart rate range for increasing aerobic capacity.						X			
4.11	<b>Physical Education:</b> Measure and record heart rate before, during, and after vigorous physical activity.						X			
5	<b>Physical Education:</b> Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies, as applied to learning and performance of physical activity.		X							



Grade 5



HEALTH FRAMEWORK

1

**Health Framework Expectation:** Students will demonstrate ways in which they can enhance and maintain their health and well-being.

X

X

X

X

X

X

X

5

**Health Framework Expectation:** Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

X

8

**Health Framework Expectation:** Students will identify information, products, and services that may be helpful or harmful to their health.

X