5th Grade Standards Analysis

History-Social Science

Dimension 1: Developing Questions and Planning Inquiries	**Dimension 2:** Applying Disciplinary Tools and Concepts	**Dimension 3:** Evaluating Sources and Using Evidence	**Dimension 4:** Communicating Conclusions and Taking Informed Action
	5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. 1. 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. 2. Describe their varied customs and folklore traditions. 3. Explain their varied economies and systems of government.		

NEXT GENERATION SCIENCE STANDARDS
For States, By States

**Unless otherwise specified, "descriptions" referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions.*

5-PS2-1 Motion and Stability: Forces and Interaction

Students who demonstrate understanding can:

5-PS2-1. **Support an argument that the gravitational force exerted by Earth on objects is directed down.** [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [*Assessment Boundary: Assessment does not include mathematical representation of gravitational force.*]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Engaging in Argument from Evidence
Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model.

Disciplinary Core Ideas

PS2.B: Types of Interactions

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change.

Observable features of the student performance by the end of the grade:		
1	Supported claims	
	a	Students identify a given claim to be supported about a phenomenon. The claim includes the idea that the gravitational force exerted by Earth on objects is directed down toward the center of Earth.
2	Identifying scientific evidence	
	a	Students identify and describe* the given evidence, data, and/or models that support the claim, including:
		i. Multiple lines of evidence that indicate that the Earth's shape is spherical (e.g., observation of ships sailing beyond the horizon, the shape of the Earth's shadow on the moon during an eclipse, the changing height of the North Star above the horizon as people travel north and south).
		ii. That objects dropped appear to fall straight down.
		iii. That people live all around the spherical Earth, and they all observe that objects appear to fall straight down.
3	Evaluation and critique	
	a	Students evaluate the evidence to determine whether it is sufficient and relevant to supporting the claim.
	b	Students describe* whether any additional evidence is needed to support the claim.
4	Reasoning and synthesis	
	a	Students use reasoning to connect the relevant and appropriate evidence to support the claim with argumentation. Students describe* a chain of reasoning that includes:
		i. If Earth is spherical, and all observers see objects near them falling directly "down" to the Earth's surface, then all observers would agree that objects fall toward the Earth's center.
		ii. Since an object that is initially stationary when held moves downward when it is released, there must be a force (gravity) acting on the object that pulls the object toward the center of Earth.

Opinion Writing

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

4th Grade:	**5th Grade**:	**6th Grade**:
W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1.A - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B - Provide reasons that are supported by facts and details. W.4.1.C - Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). W.4.1.D - Provide a concluding statement or section related to the opinion presented.	**W.5.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1.A - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1.B - Provide logically ordered reasons that are supported by facts and details. W.5.1.C - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). W.5.1.D - Provide a concluding statement or section related to the opinion presented.	**W.6.1** - Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A - Introduce claim(s) and organize the reasons and evidence clearly. W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.C - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.D - Establish and maintain a formal style. W.6.1.E - Provide a concluding statement or section that follows from the argument presented.

Sample Standards Analysis for Reading Standard 2

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
	4th Grade:	**5th Grade**:	**6th Grade**:
Informational Texts	**RI.4.2 –** - Determine the main idea of a text and explain how it is supported by key details; - summarize the text.	**RI.5.2 –** - Determine two or more main ideas of a text and explain how they are supported by key details; - summarize the text.	**RI.6.2 –** - Determine a central idea of a text and how it is conveyed through particular details; - provide a summary of the text distinct from personal opinions or judgments
Literary Texts (Literature)	**RL.4.2 –** - Determine a theme of a story, drama, or poem from details in the text; - summarize the text.	**RL.5.2 –** - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; - summarize the text.	**RL.6.2 –** - Determine a theme or central idea of a text and how it is conveyed through particular details; - provide a summary of the text distinct from personal opinions or judgments.

Using the Organization of the Reading Standards to Plan Questions and Instruction

RI.5.1 -	**RI.5.2-**	**RI.5.10-**
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	- Determine two or more main ideas of a text and explain how they are supported by key details; - summarize the text.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Planning for Instruction:		