Oklahoma State Department of Education

The Parent's Guide to

FIFTH GRADE STANDARDS

Priority Academic Student Skills (PASS)

Sandy Garrett, State Superintendent

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A Message from
Sandy Garrett
State Superintendent

As Oklahoma's elected education leader and advocate for children, I am committed to ensuring that all students in our state have the essential skills needed for a high quality life.

Oklahoma's *Priority Academic Student Skills* (*PASS*) serve as a set of specific school standards covering all areas of a student's academic growth: English language arts, mathematics, science, social studies, the arts, and world languages. Oklahoma's *PASS* documents were developed by and for educators. These detailed sets of standards guide teachers and school leaders as they plan curriculum, instruction, and assessment for your student. The complete *PASS* documents are available on the Oklahoma State Department of Education Web site <www.sde.state.ok.us>.

Your student's school needs you as a partner in building these essential skills. To help you, we have created parent guides, which summarize Oklahoma's *PASS*, explaining essential skills and concepts your student will learn at each grade level. We encourage you to use these guides as a reference in conversations with your student's teachers and principals. We also encourage you to use the guides to talk with your children every day about what they are learning in school.

All the Best!

Sandy Garrett

FIFTH GRADE

FINE ARTS

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The Fine Arts are organized around four standards:

- **Language of the Arts -** Students will learn to use appropriate vocabulary as it relates to the area of art they are studying.
- **History and Culture of the Arts** - Students will recognize the development of music and the visual arts from a historical and cultural perspective. In the visual arts students will begin to understand how art reflects a culture, make connections with other art forms, and identify art made by a variety of artists.
- **Expression in the Arts** - Students will perform a variety of music by singing or playing musical instruments. In the Visual Arts, students will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.
- **Music Appreciation** - Students will learn to appreciate music and expand their listening beyond music currently familiar to them.

FIFTH GRADE FINE ARTS

Language of the arts: Students will learn to read music and identify visual art terms.

Fifth grade students will read, notate, and interpret music by:

- Recognizing basic notational symbols, and notating simple pitch, and rhythm patterns.
- Learning about the elements of music.
- Identifying instrumental ensembles, orchestral instruments, and classification of voice.

Fifth grade students will identify a variety of visual art terms and learn:

- How works of art are made (materials, media, techniques, and sources of ideas).
- To describe and use the elements of art and principles of design in works of art.

FIFTH GRADE FINE ARTS

History of the arts: Students will recognize the historical development of the arts.

Fifth grade students will recognize the development of music from a historical and cultural perspective by:

- Singing and performing a variety of folk, ethnic, classical, and contemporary musical pieces.
- Listening to and describing music from a variety of styles, periods, and cultures.
- Learning about musicians in different musical settings.

Fifth grade students will recognize the development of visual art from a historical and cultural perspective by:

- Placing artwork by artist, style, and historical context.
- Learning how visual art is used in today's world.
- Identifying themes and purposes of works of art.

FIFTH GRADE FINE ARTS

Art Expression: Students learn a variety of ways to express themselves creatively through the arts.

Fifth grade students will learn how to perform a variety of music by:

- Singing and/or playing musical instruments appropriately.
- Learn to perform solo and with groups.

Fifth grade students will learn to use a variety of ideas and subject matter in creating original works of visual art by:

- Using observation, memory, and imagination in making original works of art.
- Using a variety of materials, techniques, and sources for ideas.

FIFTH GRADE FINE ARTS

Appreciation of the arts: Students will gain an appreciation for music and the visual arts.

Fifth grade students will learn to appreciate music and to expand their listening beyond music currently familiar to them by:

- Learning about appropriate audience behavior.
- Demonstrating respect for musical performances.
- Using appropriate terms to explain their preferences for musical works and styles.

Fifth grade students will learn to appreciate the visual art as a vehicle of human expression by:

- Demonstrating appropriate behavior while attending visual art exhibitions.
- Being respectful of their work and the work of others.
- Expressing thoughtfulness and care in the completion of their artwork.

FIFTH GRADE LANGUAGE ARTS

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Language arts is the form of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

READING/LITERATURE

Fifth grade students will apply a wide range of strategies to understand, interpret, evaluate, appreciate, and respond to a variety of written works.

As the year progresses, a fifth grader will:

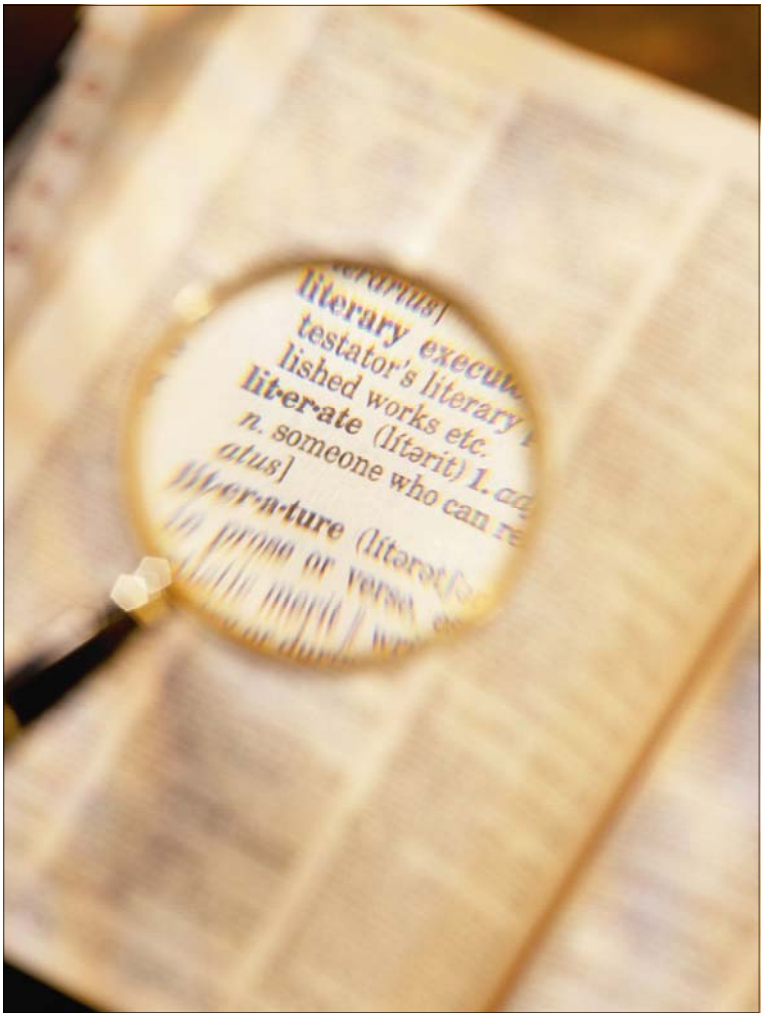
- Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of vocabulary.
- Interpret new words by analyzing the meaning of prefixes, suffixes, and root words.
- Use word origins, including knowledge of less common roots and word parts from Greek and Latin to analyze the meaning of complex words.

FIFTH GRADE LANGUAGE ARTS

- Apply knowledge of fifth grade level synonyms, antonyms, homonyms/homophones, and multiple meaning words to determine the meaning of words and phrases.
- Use a thesaurus, glossary, and/or dictionary.
- Increase reading speed and comprehension through daily, independent reading as well as classroom texts.
- Recognize main ideas presented in a segment of text; identify evidence that supports those ideas.
- Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.
- Apply prior knowledge and experience to make inferences and respond to new information in the text.
- Identify the function and effect of common literary devices such as imagery, metaphor, and symbolism.

- Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of the plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).
- Summarize and paraphrase information from entire reading selection including the main idea and important supporting details.
- Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.
- Identify the main problem or conflict of the plot and explain how it is resolved.
- Recognize structural patterns found in informational text (e.g., cause and effect, problem/solution, sequential order).
- Distinguish among facts/inferences supported by evidence and opinions in text.
- Monitor and adjust reading rate according to the purpose for reading and difficulty of the text.
- Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths and legends).
- Identify the author's purpose (persuade, inform, or entertain).
- Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.
- Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.

FIFTH GRADE LANGUAGE ARTS



- Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- Identify and credit the sources used to gain information.
- Follow multistep directions to accomplish a task.
- Develop notes that include important information on a selected topic.
- Create simple documents using a computer.

FIFTH GRADE LANGUAGE ARTS

WRITING

Fifth graders should have many opportunities to express ideas effectively in written form for a variety of purposes and audiences. Students will discuss and keep a list of writing ideas and use graphic organizers to plan writing. They will write clear, coherent, and focused papers, and progress through the stages of the writing process.

As the year progresses, a fifth grader will:

- Use the writing process to write and edit compositions.
- Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering questions.
- Review, evaluate, and revise drafts of compositions.
- Publish and share writing with peers and adults.
- Write narratives (stories) that establish a plot, point of view, setting, and conflict that allow a reader to picture the events of the story.
- Write personal, persuasive, formal, business letters, thank-you notes, and invitations including date, greeting, body, closing, and signature.
- Write information pieces with multiple paragraphs that include an introductory paragraph, establish and support a theme or thesis, include supporting paragraphs with simple facts, details and explanations, conclude with a paragraph that summarizes the points.

FIFTH GRADE LANGUAGE ARTS

- Write research reports that use a variety of information sources, including speakers, firsthand interviews, reference materials, and online information.
- Write responses to literature that support judgments through references to the text and connections to prior knowledge.
- Write persuasive compositions or letters that organize supporting statements from the most appealing to the least powerful.
- Use descriptive, comparative, superlative, and demonstrative adjectives in writing.
- Use time, place, and manner adverbs in writing.
- Capitalize correctly proper nouns and proper adjectives.
- Demonstrate appropriate use of colons, semicolons, and commas.
- Create interesting sentences using words that describe, explain, or provide additional details.
- Correct sentence fragments and run-ons.

- Spell previously misspelled words correctly in final writing products.
- Use glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.

LISTENING/SPEAKING

Fifth graders will demonstrate thinking skills in listening and speaking.

As the year progresses, a fifth grader will:

- Interpret a speaker's verbal and nonverbal message, purpose, and perspective.
- Listen critically and respond appropriately to speaker to seek information not already discussed.
- Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
- Engage the audience with appropriate words, phrasing, facial expressions, and gestures.
- Show respect and consideration for others in verbal and physical communication.

FIFTH GRADE MATHEMATICS

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

A student's success in mathematics depends largely on the quality of the foundation that is established during the first years of school. A fifth grade mathematics program will:

- Develop conceptual understanding of number.
- Involve children in doing mathematics.
- Include concrete experiences, pictorial representations, and abstract symbols.
- Utilize problem-solving experiences.
- Interpret the world using mathematics.
- Include a broad range of content.
- Provide appropriate use of technology.

Problem Solving – The student will use a variety of problem-solving approaches to ask and answer questions about mathematics and the real world.

As the year progresses, a fifth grader will:

- Ask questions about student's own surroundings that can be solved using mathematics.
- Use problem-solving approaches, such as devise a plan, carry out the plan, and look back, in order to answer such questions.
- Explain why answers make sense.
- Recognize irrelevant information in problem-solving situations.

Communication – The student will use a variety of techniques to communicate mathematically.

As the year progresses, a fifth grader will:

- Express mathematical ideas to peers, teachers, and others.
- Agree or disagree with other students' logic and processes and rephrase other students' explanations.
- Use physical objects, pictures, diagrams, and symbols to express mathematical ideas.

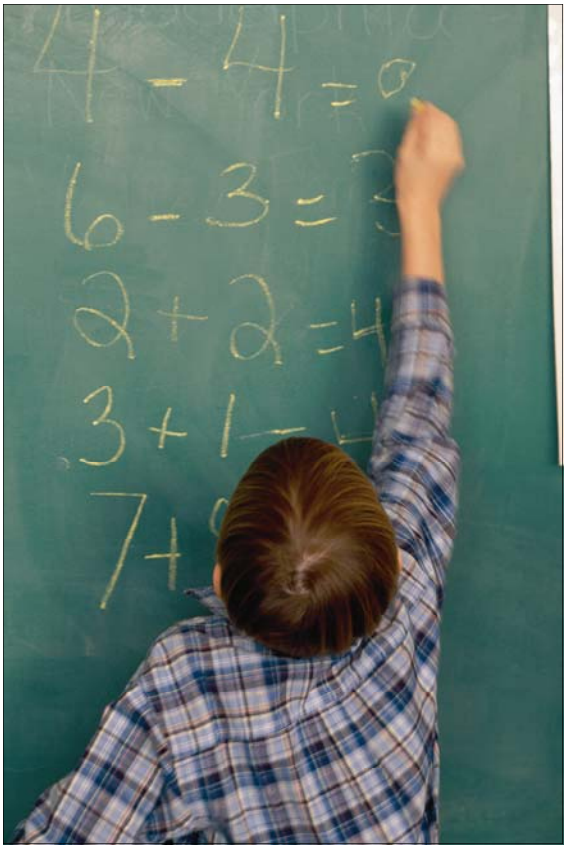
- Relate everyday language to mathematical symbols and use appropriate mathematical terminology.

FIFTH GRADE MATHEMATICS

Reasoning – The student will use a variety of mathematical reasoning skills to solve problems.

As the year progresses, a fifth grader will:

- Identify and create patterns using physical objects, pictures, and numbers.
- Demonstrate thinking processes using physical objects, pictures, and explanations.
- Make predictions and draw conclusions about mathematical ideas and concepts.



FIFTH GRADE MATHEMATICS

Connections – The student will make connections between different aspects of mathematics, other disciplines, and the real world.

As the year progresses, a fifth grader will:

- Use physical objects and pictures to represent concepts and procedures (for example, relate patterns on a hundreds chart to multiples).
- Make connections between concepts and symbols (example: divide a candy bar into three equal pieces and represent each part as ⅓).
- Recognize relationships among different topics within mathematics, such as the relationship between fractions, decimals, and percents.
- Use mathematics to answer questions that arise in other subjects, such as science and social studies, and in the real world.

Representation – The student will use a variety of representations to express data and mathematical ideas.

As the year progresses, a fifth grader will:

- Use physical objects, pictures, and numbers to make charts, graphs, diagrams, tables, and number sentences (for example, 4 plus 7 is 11).
- Use charts, graphs, diagrams, tables, and number sentences to organize information and answer questions about the real world.

FIFTH GRADE MATHEMATICS

Patterns and Algebraic Reasoning – The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.

As the year progresses, a fifth grader will:

- Use variables to describe rules that produce patterns in algebraic expression or equation form (for example, 4, 7, 10, 13 can be expressed by the rule $a + 3$).
- Use algebraic problem-solving techniques, such as balance an equation, to solve problems.

Number Sense – The student will demonstrate an understanding of the basic concepts and properties of real numbers.

As the year progresses, a fifth grader will:

- Solve problems using decimal numbers to the thousandths place.
- Compare, convert, and order common fractions and decimals to the hundredths place to solve problems.
- Use physical objects to represent the connection between fractions, decimals, and percents.
- Explain 25%, 50%, and 75% using physical objects, pictures, and diagrams; use these percents to solve problems and relate them to their corresponding fractions and decimals.
- Apply the commutative, associative, distributive, and identity properties of arithmetic to solve problems.
    - Commutative: $5 + 1 = 1 + 5$
    - Associative: $(3 \times 2) \times 5 = 3 \times (2 \times 5)$
    - Distributive: $3 \times (4 + 6) = (3 \times 4) + (3 \times 6)$
    - Identity: $3 + 0 = 3$ or $4 \times 1 = 4$

- Identify and apply factors (example: the factors of 12 are 1, 2, 3, 4, 6, and 12) to solve problems.
- Identify and apply multiples (example: the multiples of 12 are 12, 24, 36, 48, . . .) to solve problems.
- Identify and apply prime numbers (numbers whose only factors are 1 and themselves) and composite numbers (numbers with at least three factors) to solve problems.

Number Operations and Computation – The student will estimate and compute with whole numbers, decimals and fractions.

As the year progresses, a fifth grader will:

- Estimate to solve problems involving decimals, common percents, and fractions.
- Add and subtract decimal numbers to solve problems.
- Multiply and divide whole numbers and decimal numbers with 1- or 2-digit multipliers or divisors to solve problems.
- Add and subtract fractions and mixed numbers to solve problems.

FIFTH GRADE MATHEMATICS

Geometry and Measurement – The student will apply geometric properties and relationships and use measurements within the metric and customary systems to solve problems in a variety of contexts.

As the year progresses, a fifth grader will:

- Identify and describe basic properties of figures, such as symmetry, number of faces, and types of angles.
- Find the perimeter of simple polygons and area of rectangles.
- Find the volume of rectangular solids and estimate the volume of other solids.
- Estimate and measure temperature, distance, length, weight, and angles.
- Convert basic measurements of volume, weight, length, and time (example: 36 inches = 3 feet, 2 hours = 120 minutes, 400 centimeters = 4 meters).

Data Analysis and Probability – The student will use data analysis, statistics and probability to interpret data in a variety of contexts.

As the year progresses, a fifth grader will:

- Analyze data to create, interpret, and translate between tables and graphs.
- Justify the selection of the type of table of graph (example: a line graph may be more appropriate than a bar graph when displaying the height of a person over time).
- Formulate questions, design investigations, consider samples, collect data, organize data, and analyze data using observation, measurement, surveys, or experiments.
- Determine the range (spread) and the mean (average) of a set of data.
- Determine the probability of events occurring in familiar contexts or experiments and express probabilities as fractions.
- List arrangements of up to five items (example: possible ways five runners can place first, second, third, fourth, and fifth in a race).
- List combinations of up to five items (example: given the following table, list how many different outfits can be made).

Pants	Shirts	Belts	Socks	Shoes
Brown Black Jeans	Blue with White Stripes Plaid	Metal Leather	Short Long	Tennis Shoes Loafers Sandals

FIFTH GRADE SCIENCE

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The science framework is what students should know, understand, and be able to do in the natural sciences. Students combine process and content as they use scientific reasoning and critical thinking to develop their understandings of science.

The science process skills are:

- Observation and Measurement.
- Classification.
- Experimentation.
- Interpretation and Communication.
- Inquiry.

There are three science content areas:

- Physical Science—study of nonliving things or energy, motion, light, and sound.
- Life Science—study of living things such as animals and plants.
- Earth/Space Science—study of planet Earth and the Solar System.

Science knowledge in these content areas is developed through the use of the science process skills.

Observation and Measurement – Observation is the first action taken by the student to find new information about an object, organism, or event.

In fifth grade, students will:

- Observe and measure the type of change (such as temperature, length, volume, position, and mass) and the amount of change before, during, and after an event.
- Use tools such as metric rulers, graduated cylinders, thermometers, balances, spring scales, and stop watches.
- Use the metric system (grams, milligrams, meters, micrometers, millimeters, centimeters, kilometers, liters, milliliters, seconds, and degrees Celcius.)

Classification is sorting objects based on similarities, differences and relationships.

In fifth grade, students will:

- Classify (group) objects, organisms, or events based on how they are alike or different.
- If groups have already been made, students should identify how the groups were formed.

FIFTH GRADE SCIENCE

Experimentation is a method of discovering information.

In fifth grade, students will:

- Ask questions about the world around them that can be tested and then plan and carry out an experiment or test to answer their questions.
- Tell if an experiment is done correctly.
- Identify variables (what changes in an experiment) and controls (what stays the same) in an experiment.
- Identify independent variables (factors that are set by the experimenter) and dependent variables (what is measured) in an experiment.
- Identify a hypothesis (possible explanation for what will happen) in an experiment.
- Make a plan for an experiment and then do the experiment. Mathematics should be used.
- Follow safety rules.

Interpretation and Communication is the process of recognizing patterns in data and sharing that information with others.

In fifth grade, students will:

- Make tables and line, bar, or circle graphs, to show data (information) from an experiment and read line, bar, or circle graphs.
- Use data from an experiment to explain what has happened and predict what will happen next.
- Talk about and write about the design and results of the experiment. Use the results of the experiment to show if the hypothesis was proved or disproved.

Inquiry is defined as the skills necessary to carry out the process of scientific thinking.

In fifth grade, students will:

- Use evidence and results to make conclusions.

FIFTH GRADE SCIENCE

- Use different ways to find answers to questions and correctly use different tools and technology in experiments to answer questions.
- Explain results to other students.

In fifth grade Physical Science, students will:

- Learn that matter can be identified by physical properties such as color, shape, and texture that can be seen and measured by tools such as microscopes, scales, rules, balances, and thermometers.
- Learn that energy can be passed in many ways (heat energy from the Sun to air, water, and metal).

In fifth grade Life Science, students will:

- Learn that organisms (living things) that live in the same place depend on each other for food, shelter, and reproduction.
- Know that changes in the environment by nature or by humans can determine the survival of organisms in an area.

In fifth grade Earth Science, students will:

- Learn that soil is made of broken-down rocks and broken-down material from dead plants, animals, and bacteria. Soil may be found in layers.
- Learn that weather shows daily patterns and patterns in different seasons such as air temperature, types of clouds, wind direction and speed, and precipitation (rain, snow, sleet, hail, etc.).
- Learn that Earth is the third planet from the Sun in the Solar System.

FIFTH GRADE

SOCIAL STUDIES

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The primary focus for fifth grade students relates to the history of the United States from early European explorations to approximately 1850. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. Students will study United States history chronologically and examine the everyday life of people at different times in history. Fifth graders continue to review and strengthen map skills, and interpret geographical information presented in a variety of formats. For the Grade 5 Criterion-Referenced Test (CRT) in Social Studies, the time frame assessed is approximately 1492—1800, or from European contact with the American Indians through the presidential election of 1800. This 60-question test assesses the student's skill and knowledge of the United States' history, Constitution, government, and geography.

FIFTH GRADE SOCIAL STUDIES

The student will develop and demonstrate the process skills of social studies.

As the year progresses, a fifth grader will:

- Locate, gather, analyze, and apply information from primary and secondary sources using examples of different perspectives and points of view.
- Construct timelines from significant events in United States history.

The student will describe the early exploration of America.

As the year progresses, a fifth grader will:

- Examine the reasons for, the problems faced in, and the results of key European expeditions, and the competition for control of North America.
- Identify the impact of the encounter between American Indians and the Europeans.

The student will examine the growth and development of colonial America.

As the year progresses, a fifth grader will:

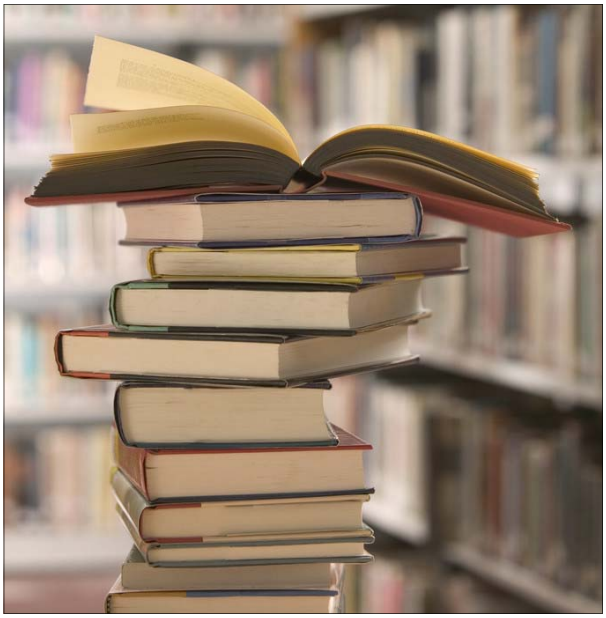
- Describe early European settlements in colonial America. Identify the reasons people came to the Americas.
- Describe the similarities and differences (social, agricultural, and economic) in the New England, mid-Atlantic, and southern colonies.
- Compare life in the colonies in the 1700s from various perspectives. Relate the contributions of important individuals and groups.

FIFTH GRADE SOCIAL STUDIES

The student will examine the lasting impact of the American Revolution.

As the year progresses, a fifth grader will:

- Describe the causes and results of conflicts between Great Britain and colonial America.
- Give examples that show how scarcity and choice govern economic decisions using colonial examples of the Boston Tea Party and boycotts.
- Identify and interpret the basic ideals expressed in the *Declaration of Independence.*
- Recognize the contributions of key individuals and groups involved in the American Revolution.



FIFTH GRADE SOCIAL STUDIES

The student will describe the changing nation during the early federal period.

As the year progresses, a fifth grader will:

- Explain the purposes of government.
- Identify and interpret the basic ideals expressed in and the reasons for writing the United States Constitution and outline the major provisions of the Constitution.
- Describe the struggles involved in writing the United States Constitution, its ratification, and the addition of the Bill of Rights.
- Explain the rights and responsibilities of citizens.
- Describe the relationship between taxation and government services.

The student will explore the growth and progress of the new nation.

As the year progresses, a fifth grader will:

- Describe and sequence the territorial exploration, expansion, and settlement of the United States, including the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
- Explain the impact of Andrew Jackson's presidency.
- Relate some of the major influences on westward expansion to the distribution and movement of people, goods, and services.
- Identify the ways manufacturing and inventions created an Industrial Revolution in the United States.
- Examine the abolitionist and women's suffrage movements and their leaders.

FIFTH GRADE SOCIAL STUDIES

The student will review and strengthen geographic skills.

As the year progresses, a fifth grader will:

- Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations.
- Construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping.
- Evaluate how the physical environment affects humans and how humans modify their physical environment. Analyze the physical characteristics of historical places in various regions and the role they played by using a variety of visual materials and data sources at different scales.
- Interpret geographic information to explain how society changed as the population of the United States moved west, including where American Indians lived and how they made their living.
- Compare and contrast how different cultures adapt to, modify, and impact their physical environment.

WORLD LANGUAGES
Upper Elementary

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Grade 5 is the second year of a required sequential language program in Oklahoma schools through which all students begin to develop skill in a language other than English. At the end of the Grade 4-8 program sequence, students should demonstrate skill at the novice level. They will be able to understand and produce memorized phrases, but they will be limited to familiar topics practiced in the classroom. Much more study will be needed to gain fluency. Students who began study at an earlier level or who have been in an immersion setting will demonstrate higher levels of skill if that study is uninterrupted.

As stated in the profession's national goals, ***communication*** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the ***cultures*** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides ***connections*** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through ***comparisons*** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual ***communities*** at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other. (National Standards in Foreign Language Education Project, 2006, p. 31.)

You will note that the *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication**, **culture**, **connections**, **comparisons**, and **communities.**

FIFTH GRADE WORLD LANGUAGES

Communication

Communication occurring in the Novice Level Range ***often includes some combination*** *of the following topics:*

Self: *family, friends, home, health, school, leisure activities, likes and dislikes, shopping, clothes, and animals.*

Beyond Self: *geography, directions, buildings, weather and seasons, places and events, calendar, time, food and customs, transportation, travel, professions, and work.*

Students will understand and interpret written and spoken language on a variety of topics.

When listening, reading, and viewing, learners in the Novice Level Range will:

- Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
- Understand key words in written material such as advertisements, schedules, and menus.
- Comprehend the main idea of selected, age-appropriate authentic recordings, and broadcasts and videos.
- Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.
- Respond to simple commands, familiar vocabulary, and language structures.

FIFTH GRADE WORLD LANGUAGES

Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

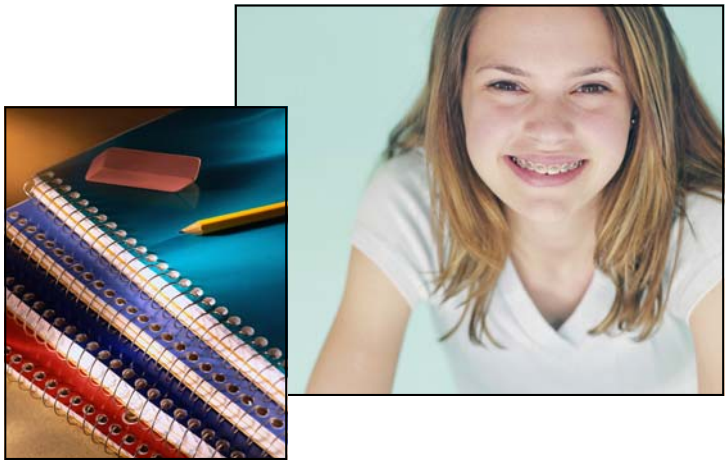
When communicating in oral or written form with other people, learners at the Novice Level Range will:

- Greet people, give introductions, and finish conversations with appropriate farewells.
- Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.
- Express personal needs, preferences, and feelings.
- Give simple commands.

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

When presenting information by speaking or writing, learners in the Novice Level Range will:

- Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.
- Give simple commands and make requests of another person or group.
- Retell a simple story using familiar vocabulary and language structures.
- Write personal journals and send brief messages to friends.
- Dramatize student-created and/or authentic songs, short poems, skits, or dialogues.



FIFTH GRADE WORLD LANGUAGES

Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

Learners in the Novice Level Range will:

- Imitate behavior such as greetings or gestures used in formal and informal settings in the culture studied.
- Identify some customs and traditions such as celebrations and holiday practices of the culture studied.
- Participate in cultural activities such as games, songs, and dances of the culture studied.
- Identify some viewpoints of the culture studied, such as those relating to time, school, transportation, pastimes, and the roles of family members.

- Recognize and explore the process of stereotyping other cultures.

FIFTH GRADE WORLD LANGUAGES

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

Learners in the Novice Level Range will:

- Identify objects, images and symbols, such as flags, currency, food, dress, and toys that are commonly used in the culture studied.
- Identify some major contributions and historical figures from the culture studied, including contributions in science, mathematics, government, and fine arts.
- Identify some historical and contemporary influences from the culture studied that are significant in the U.S. culture, such as explorers and settlers, music and sports.
- Identify countries, regions, and geographic features where the world language is spoken.
- Make determinations of the culture's perspectives from popular media in the culture studied.

FIFTH GRADE WORLD LANGUAGES

Connections

Students will reinforce and further their knowledge of other content areas through the world language.

Learners in the Novice Level Range will:

- Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the world language classroom.
- Identify and/or use selected information by using authentic world language resources (such as the Internet, books, magazines) to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

Students will acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

Students in the Novice Level Range will:

- Obtain information about the world culture from selected authentic sources (such as the Internet, books and magazines).
- Use authentic world language sources to gain insight about the distinctive perspectives of the culture they are studying.

FIFTH GRADE WORLD LANGUAGES

Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Learners in the Novice Level Range will:

- Recognize words that are similar to English and borrowed words and be aware of their usefulness in comprehending language.
- Identify and compare the sound and writing systems of the world language with their own, including stress, intonation, and punctuation.
- Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, and agreement.
- Recognize identified expressions that cannot be directly translated into their own language.

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Learners in the Novice Level Range will:

- Identify similarities and differences in verbal and nonverbal behavior between cultures.

- Recognize similarities and differences between the practices of the culture studied and their own.

- Identify similarities and differences in the products of the culture studied and their own.
- Recognize similarities and differences in the perspectives between the culture studied and their own.

FIFTH GRADE WORLD LANGUAGES

Communities

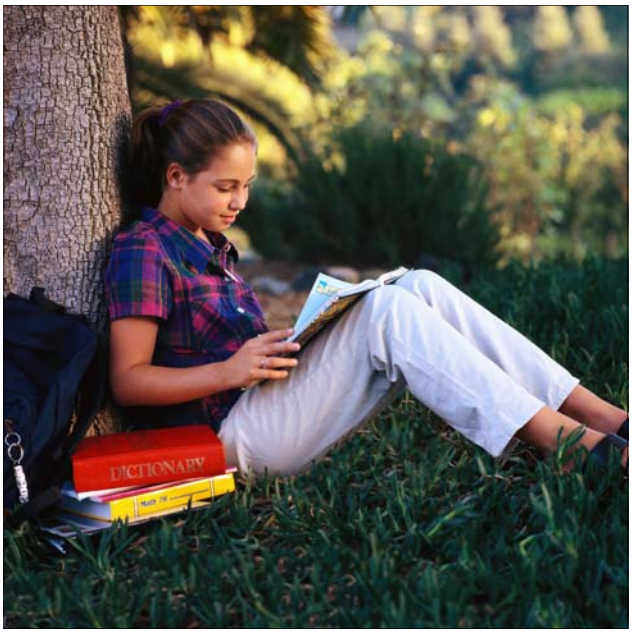
Students will use the language both within and beyond the school setting.

Learners in the Novice Level Range will:

- Identify professions/occupations which are enhanced by proficiency in another language.
- Practice oral or written use of the world language with people outside the classrooms.
- Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.
- Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community.

FIFTH GRADE WORLD LANGUAGES

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.



Learners in the Novice Level Range will:

- Identify similarities and differences in verbal and nonverbal behavior between cultures.
- Recognize similarities and differences between the practices of the culture studied and their own.
- Identify similarities and differences in the products of the culture studied and their own.
- Recognize similarities and differences in the perspectives between the culture studied and their own.

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NOTES

OKLAHOMA STATE DEPARTMENT OF EDUCATION

SANDY GARRETT

STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION