

**Grade 5 – Integrated Curriculum**  
**Language Arts, Math, Science, Social Studies, The Arts and World Languages**

**LANGUAGE ARTS**  
**OAC 210:15-3-15**

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary.**

1. Words in Context

- a. 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 specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- b. Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use *like* or *as*: *His feet were as big as boats*), and metaphors (implied comparisons: *The giants steps were thunderous*).

2. Affixes, Roots, and Stems

- a. Interpret new words by analyzing the meaning of prefixes and suffixes.
- b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
- c. Use word origins, including knowledge of less common roots (*graph* = *writing*, *terras* = *earth*) and word parts (*hemi* = *half*, *bio* = *life*) from Greek and Latin to analyze the meaning of complex words (*terrain*, *hemisphere*, *biography*).

3. Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fifth grade level synonyms, antonyms, homonym/homophones, and multiple meaning words to determine the meaning of words and phrases.

\*4. Using Resource Materials and Aids

- a. Use a thesaurus to determine related words and concepts.
- b. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.

**\*Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.
2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader).
3. Read silently for increased periods of time.
4. Increase reading through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

**Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.**

1. Literal Understanding

- a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).
- b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.
- c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.
- d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.

## 2. Inferences and Interpretation

- a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.
- b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
- c. Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).
- d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).
- \*e. Participate in creative response to text (e.g., art, drama, and oral presentation).

## 3. Summary and Generalization

- a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
- b. Make generalizations with information gleaned from text.
- c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.
- d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.

## 4. Analysis and Evaluation

- a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.
- b. Identify the main problem or conflict of the plot and explain how it is resolved.

- c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.
- e. Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).
- f. Distinguish among facts/inferences supported by evidence and opinions in text.

**\*5. Monitoring and Correction Strategies**

- a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).
- b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
- c. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.

**Standard 4: Literature - The student will read to contrast meaning and respond to a wide variety of literary forms.**

- 1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.
  - a. 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).
  - b. Read and construct meaning from a variety of genres.

- c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
    - a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).
    - b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.
    - c. Identify the author's purpose (persuade, inform, or entertain).
    - d. 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.
  3. Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work.
    - a. Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).
    - b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.

Example: Simile - a comparison that uses like or as

Example: Metaphor - an implied comparison

Example: Hyperbole – an exaggeration for effect

Example: Personification – a description that represents a thing as a person

Example: Idioms – an expression that does not mean what it literally says

- c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

Imagery: the use of language to create vivid pictures in the reader's mind.

Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

- d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

\*4. Literary Works - Read and respond to historically and culturally significant works of literature.

Example: Compare and analyze literary works from various cultures.

**Standard 5: Research and Information: The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.
  - a. Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
  - b. Identify and credit the sources used to gain information.
  - c. Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).
  - d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
  - e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open-ended.

2. Interpreting Information - Analyze and evaluate information from a variety of sources.

a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).

b. Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).

c. Develop notes that include important information on a selected topic.

d. Summarize information from multiple sources into a written report or summary.

e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.

2. Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).

3. Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.
4. Select a focus and an organizational structure based upon purpose/mode, audience, and required format.
  - a. Write one or more drafts by categorizing ideas and organizing them into paragraphs.
  - b. Blend paragraphs with effective transitions into longer compositions.
5. Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.
6. Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.
7. Publish and present writing to peers and adults.

**Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.**

1. Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.
2. Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story. Example: Select a type of narrative to write that is modeled after a genre of literature that has been shared in the classroom such as folktale, myth, science fiction, or mystery. Be sure to include an interesting beginning, develop the central conflict of the story, and establish an ending that resolves the conflict.
3. With creative narratives and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).

4. Write personal, persuasive, formal letters, thank-you notes, and invitations, including the date, greeting, body, closing, and signature.
5. Write expository (informational) pieces with multiple paragraphs that:
  - a. provide an introductory paragraph.
  - b. establish and support a central theme or idea with a thesis statement.
  - c. include supporting paragraphs with simple facts, details, and explanations.
  - d. present important ideas and events in sequence or in chronological order.
  - e. provide details and transitions to link paragraphs.
  - f. conclude with a paragraph that summarizes the points.
  - g. use correct indentation at the beginning of paragraphs.
  - h. use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.
6. Write research reports about important ideas, issues, or events that:
  - a. frame questions about an idea or issue to direct the investigation.
  - b. a main idea or topic.
  - c. develop the topic with simple facts, details, examples, and explanations to support the main idea.
  - d. use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.
7. Write responses to literature that:
  - a. demonstrate an understanding of a designated literary work.
  - b. support judgments by referring and connecting to prior knowledge.
  - c. develop interpretations and evaluations that exhibit careful reading and understanding.
8. Write persuasive compositions or letters that:
  - a. state a clear position in support of a proposal.
  - b. support a position with relevant evidence and effective emotional appeals in order to persuade.

- c. organize supporting statements from the most appealing to the least powerful.
- d. include and address reader/audience concerns. Example: Interview several students in varying grades about the changes they would like to see in the monthly cafeteria menu choices.

Compile the opinions and ideas to compose a persuasive article for the school newspaper.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

- 1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing.
  - a. Singular and plural forms of nouns and pronouns
  - b. Nominative (subjective), objective, reflexive, and possessive pronouns
  - c. Relative, intensive, and intensive pronouns
  - d. Subject, indirect, direct object, and object of prepositions
  - e. Transitive and intransitive verbs
  - f. Present, past, future, and present perfect verbs tense
  - g. Positive, comparative, and superlative adjectives
  - h. Time, place, manner, and degree adverbs
  - i. Comparative forms of adverbs
  - j. Subject-verb agreement
  - k. Restrictive (essential) and nonrestrictive (nonessential) clauses and phrases
  - l. Subordinate adverb, adjective, and noun clauses
  - m. Pronoun antecedents and reference
  - n. Coordinating, correlating, and subordinating conjunctions

2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
  - a. Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, state colleges universities, languages, races, nationalities, and religions.
  - b. Capitalize correctly proper adjectives.
  - c. Capitalize correctly conventions of letter writing.
  - d. Indent beginning lines of paragraphs.
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
  - a. Parentheses
  - b. Quotation marks
  - c. Terminal punctuation (period, exclamation point, or question mark)
  - d. Punctuation after initials
  - e. Apostrophes in contractions and possessives
  - f. Conventions of letter writing
  - g. Colons, semi-colons, and commas
  - h. Hyphens and dashes
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, exclamatory, and interrogative sentences.
  - a. Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.
  - b. Create sentences with an understood subject.
  - c. Correct sentence fragments and run-ons.

5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
  - a. Spell previously misspelled words correctly in final writing products.
  - b. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).
  - c. Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our).
  - d. Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.
6. Handwriting: Students are expected to demonstrate appropriate, legible handwriting in the writing process.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**\*Standard 1: Listening: The student will listen for information and for pleasure.**

1. Interpret a speaker's verbal and nonverbal message, purpose, and perspective.
2. Listen critically and respond appropriately to oral communication to seek information not already discussed.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).
2. Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.

3. Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
4. Engage the audience with appropriate words, phrasing, facial expressions, and gestures.
5. Deliver narrative (story) presentations that establish a situation, develop a plot, point of view, and setting with descriptive words and phrases.
6. Deliver informative presentations about an important topic, issue, or event that frames a question to guide the investigation, establishes a central idea or topic, and develops that topic appropriately.
7. Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions.

**\*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.
2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Distinguish fact, opinion, and fiction in print and nonprint media.
2. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation.

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Interpret and evaluate the various ways visual image-makers, such as graphic artists, illustrators, and news photographers represent meaning.
2. Compare and contrast print, visual, and electronic media, such as film, with a written story.
3. Listen to, view, or read literature which tells of characters in American and other cultures.
4. Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea and produce communications using appropriate technology or media (e.g., developing a class newspaper, videos, or multimedia projects).**

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

**MATHEMATICS**  
**OAC 210:15-3-40.2, 45**

**PROCESS STANDARDS Grades 1-5**

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Communication, Reasoning and Proof, Connections, and Representation.

Using these processes students are actively involved in deepening mathematical understandings which lead to increasingly sophisticated abilities required to meet mathematical challenges.

Following is an outline of the five process standards and associated objectives.

**NOTE:** When examples are given there is a progression in levels of difficulty from basic to more complex skills.

**Process Standard 1: Problem Solving**

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).

5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

### **Process Standard 2: Communication**

1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student’s explanation, analyze another student’s explanation).
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).

### **Process Standard 3: Reasoning**

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).

3. Make predictions and draw conclusions about mathematical ideas and concepts.

Predictions become conjectures and conclusions become more logical as students mature mathematically.

**Process Standard 4: Connections**

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate  $3 \div 4$  with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as  $\frac{1}{3}$ ).
3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

**Process Standard 5: Representation** 1. Create and use a variety of representations

appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).

2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

The following concepts and skills should be mastered by all students upon completion of fifth grade.

The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

## **MAJOR CONCEPTS**

- **Develop an understanding of and fluency with division of whole numbers.**
- **Develop an understanding of and fluency with addition and subtraction of fractions and decimals.**
- **Recognize patterns and their associated rules and develop basic algebraic strategies for solving problems with variables.**

**Fifth Grade Suggested Materials Kit:** snap cubes, rods, 1-inch color tiles, calculators, boxes, pawns, number cubes, balance scale, fraction strips, tangrams, protractors, double-sided measuring tapes, spinners, geometric solids, squares, circles, base-10 blocks, 10 x 10 grid paper, pattern blocks, fraction and decimal towers, geoboards, computer tessellation software.

### **Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will use algebraic methods to describe patterns and solve problems in a variety of contexts.**

1. Describe rules that produce patterns found in tables, graphs, and models, and use variables (e.g., boxes, letters, pawns, number cubes, or other symbols) to solve problems or to describe general rules in algebraic expression or equation form.
2. Use algebraic problem-solving techniques (e.g., use a balance to model an equation and show how subtracting a number from one side requires subtracting the same amount from the other side) to solve problems.

3. Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g.,  $3 \times (2 + 4) = (3 \times 2) + (3 \times 4)$ ).

**Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions, and decimals.**

1. Number Sense

- a. Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.
- b. Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to the other to solve problems. (e.g., use 10x10 grids, base 10 blocks).
- c. Identify and compare integers using real world situations. (e.g., owing money, temperature, or measuring elevations above and below sea level).
- \*d. Identify and apply factors, multiples, prime, and composite numbers in a variety of problem-solving situations (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite, use common factors to add fractions).

2. Number Operations

- a. Estimate, add, or subtract decimal numbers with same and different place values to solve problems (e.g.,  $3.72 + 1.4$ ,  $\$4.56 - \$2.12$ ).
- b. Estimate add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).
- c. Estimate and find the quotient (with and without remainders) with two-digit divisors and a two- or three-digit dividend to solve application problems.

**Standard 3: Geometry - The student will apply geometric properties and relationships.**

1. Compare and contrast the basic characteristics of circle and polygons (triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons).
2. Classify angles (e.g., acute, right, obtuse, straight).

**Standard 4: Measurement - The student use appropriate units of measure to solve problems in a variety of contexts.**

1. Measurement
  - a. Compare, estimate, and determine the measurement of angles.
  - b. Develop and use the formula for perimeter and area of a square and rectangle to solve application problems.
  - c. Convert basic measurements of volume, mass and distance within the same system for metric and customary units (e.g., inches to feet, hours to minutes, centimeters to meters).
2. Money: Solve a variety of problems involving money.

**Standard 5: Data Analysis - The student will use data analysis, statistics and probability to interpret data in a variety of contexts.**

1. Data Analysis
  - a. Compare and translate displays of data and justify the selection of the type of table of graph (e.g., charts, tables, bar graphs, pictographs, line graphs, circle graphs, Venn diagrams).
  - \*b. Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?).
2. Probability

- a. Determine the probability of events occurring in familiar contexts or experiments and express probabilities as fractions from zero to one (e.g., find the fractional probability of an event given a biased spinner).
  - b. Use the fundamental counting principle on sets with up to four items to determine the number of possible combinations (e.g. create a tree diagrams to see possible combinations).
3. Central Tendency: Determine the range (spread), mode (most often), and median (middle) of a set of data.

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. The item specifications give more specific information about content limits for each objective as well as sample items. To access the most current blueprints and item specifications available, go to the State Department of Education Web site at <<http://sde.state.ok.us>> then click on teacher icon/picture to get to the teacher resources page. From the teacher resources page, click on “Accountability and Assessment” to go to the assessment page and then click on “Oklahoma Core Curriculum Tests (OCCT)” on the menu on the left side of the screen.**

**Note:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

## SCIENCE

### Standards for Inquiry, Physical, Life, and Earth/Space Science OAC 210:15-3-75

The *Priority Academic Student Skills (PASS)* should be taught by investigating content, concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

#### SCIENCE PROCESSES AND INQUIRY

**Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

1. Observe and measure objects, organisms, and/or events (e.g., mass, length, time, volume, temperature) using the International System of Units (SI) (i.e., grams, milligrams, meters, millimeters, centimeters, kilometers, liters, milliliters, and degrees Celsius). Measure using tools (e.g., simple microscopes or magnifier, graduated cylinders, gram spring scales, metric rulers, metric balances and Celsius thermometers).
2. Compare and/or contrast similar and/or different characteristics (e.g., color, shape, size, texture, sound, position, change) in a given set of objects, organisms, or events.

**Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.**

1. Classify a set of objects, organisms, and/or events using no more than three observable properties (e.g., dichotomous keys).
2. Arrange objects, organisms and/or events in serial order (e.g., least to greatest, fastest to slowest).

**Process Standard 3: Experiment - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. The student will accomplish these objectives to meet this process standard.**

- \*1. Ask questions about the world and formulate an orderly plan to investigate a question. 📖
2. Evaluate the design of a scientific investigation (e.g., order of investigation procedures, number of tested variables). 📖
- \*3. Design and conduct a scientific investigation.
4. Recognize potential hazards and practice safety procedures in all science investigations.

**Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.**

- \*1. Report data using tables, line, bar, trend, and/or simple circle graphs. 📖
2. Interpret data tables, line, bar, trend, and/or simple circle graphs. 📖
3. Make predictions based on patterns in experimental data. 📖
4. Communicate the results of investigations and/or give explanations based on data. 📖

**Process Standard 5: Inquiry - Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.**

- \*1. Use different ways to investigate questions and evaluate the fairness of the test.
- \*2. Use a variety of measurement tools and technology.

- \*3. Formulate a general statement to represent the data.
- \*4. Share results of an investigation in sufficient detail so that data may be combined with data from other students and analyzed further. 📖

## PHYSICAL SCIENCE

**Standard 1: Properties of Matter and Energy - Describe characteristics of objects based on physical qualities such as size, shape, color, mass, temperature, and texture. Energy can produce changes in properties of objects such as changes in temperature. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Matter has physical properties that can be used for identification (e.g., color, texture, shape).
2. Physical properties of objects can be observed, described, and measured using tools such as simple microscopes, gram spring scales, metric rulers, metric balances, and Celsius thermometers.
3. Energy can be transferred in many ways (e.g., energy from the Sun to air, water, and metal).
4. Energy can be classified as either potential or kinetic.

## LIFE SCIENCE

**Standard 2: Organisms and Environments - Organisms within an ecosystem are dependent on one another and the environment. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Organisms in an ecosystem depend on each other for food, shelter, and reproduction.
  - a. Ecosystems include food chains and food webs.
  - b. Relationships exist between consumers, producers, and decomposers within an ecosystem.

- c. Predators and prey relationships affect populations in an ecosystem.
2. Changes in environmental conditions due to human interactions or natural phenomena can affect the survival of individual organisms and/ or entire species.
- a. Earth's resources can be natural (non-renewable) or man-made (renewable).
  - b. The practices of recycling, reusing, and reducing help to conserve Earth's limited resources.

## EARTH/SPACE SCIENCE

### Grade 5

**Standard 3: Structure of Earth and the Solar System - Interaction between air, water, rocks/soil, and all living things. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Soil consists of weathered rocks and decomposed organic material from dead plants, animals, and bacteria. Soils are often found in layers.
2. Weather exhibits daily and seasonal patterns (i.e., air temperature, basic cloud types - cumulus, cirrus, stratus, and nimbus, wind direction, wind speed, humidity, precipitation).
  - a. Weather measurement tools include thermometer, barometer, anemometer, and rain gauge.
  - b. Weather maps are used to display current weather and weather predictions.
3. Earth is the third planet from the Sun in a system that includes the moon, the Sun, and seven other planets.
  - a. Most objects in the solar system are in regular and predictable motion (e.g., phases of the moon).

- b. Objects in the Solar System have individual characteristics ( e.g., distance from Sun, number of moons, temperature of object).
- c. The Earth rotates on its axis while making revolutions around the Sun.

\* Revised science standards approved by the Oklahoma State Board of Education on Thursday, March 24, 2011; Final approval pending by Oklahoma Governor and Legislature.

## **SOCIAL STUDIES** **OAC 210:15-3-95**

European explorations to approximately 1850. However, for the Grade 5 criterion-referenced test in Social Studies, the time frame is approximately 1492-1800, or from European contact through the presidential election of 1800. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. Students will study United States history thematically and chronologically, and examine the everyday life of people at different times in our history. Fifth graders continue to review and strengthen map and globe skills, and interpret geographical information presented in a variety of formats.

**NOTE:** Standard 1 process skills are integrated throughout the remaining content standards and will be used to assess the content of standards 2, 3, 4, 5, and 7.

**\*Standard 1: The student will develop and demonstrate the process skills of social studies.** 

- \*1. Locate, gather, analyze, and apply information from primary and secondary sources using examples of different perspectives and points of view.
- \*2. Construct timelines from significant events in United States history.

**Standard 2: The student will describe the early exploration of America.**

1. Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.
2. Identify the impact of the encounter between Native Americans and Europeans.

**Standard 3: The student will examine the growth and development of colonial America.**

1. Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to

the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).

2. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, mid-Atlantic, and southern colonies, and compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).
3. Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, and James Oglethorpe). 📖

**Standard 4: The student will examine the lasting impact of the American Revolution.**

1. Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown).
- \*2. Give examples that show how scarcity and choice govern economic decisions (e.g., Boston Tea Party and boycott).
3. Identify and interpret the basic ideals expressed in the Declaration of Independence (e.g., "all men are created equal" and "life, liberty and the pursuit of happiness").
4. Recognize the contributions of key individuals and groups involved in the American Revolution (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, and Lord Cornwallis). 📖

**Standard 5: The student will describe the changing nation during the early federal period.**

- \*1. Explain the purposes of government.
2. Identify and interpret the basic ideals expressed in and the reasons for writing the United States Constitution (e.g., weaknesses of the Articles of Confederation and Shays' Rebellion,

and the goals listed in the Preamble), and outline the major provisions of the Constitution, including the federal system and the three branches of government.

3. Describe the struggles involved in writing the United States Constitution (e.g., the interests of large states and small states and the major compromises over representation in Congress), its ratification (e.g., Federalists vs. Antifederalists), and the addition of the Bill of Rights; and explain the rights and responsibilities of citizens.

\*4. Describe the relationship between taxation and government services.

**\*Standard 6: The student will explore the growth and progress of the new nation.**

\*1. 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.

\*2. Explain the impact of Andrew Jackson’s presidency (e.g., the role of the “common man” in politics and the significance of Jackson's Indian policy).

\*3. Relate some of the major influences on westward expansion (e.g., the Monroe Doctrine, canals and river systems, railroads, economic incentives, Manifest Destiny, and the frontier spirit) to the distribution and movement of people, goods, and services.

\*4. Identify the ways manufacturing and inventions (e.g., cotton gin, McCormick reaper, and steam power) created an Industrial Revolution in the United States. 📖

\*5. Examine the abolitionist and women’s suffrage movements and their leaders (e.g., Frederick Douglass, William Lloyd Garrison, John Brown, Sojourner Truth, Harriet Tubman, Harriet Beecher Stowe, Elizabeth Cady Stanton, and Susan B. Anthony). 📖

**Standard 7: The student will review and strengthen geographic skills.**

1. Identify, evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations, such as aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), encyclopedias,

almanacs, dictionaries, atlases, and computer-based technologies; and construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping, relative location, direction, latitude, longitude, key, legend, map symbols, scale, size, shape, and landforms. 📖

2. Evaluate how the physical environment affects humans and how humans modify their physical environment.
3. Analyze the physical characteristics of historical places in various regions and the role they played (e.g., Jamestown for the English, St. Augustine for the Spanish, New Orleans for the French, and the Cherokee lands in the Carolinas and Georgia) by using a variety of visual materials and data sources at different scales (e.g., photographs, satellite and shuttle images, pictures, tables, charts, topographic and historical maps, and primary documents).
4. Interpret geographic information to explain how society changed as the population of the United States moved west, including where Native Americans lived and how they made their living.
- \*5. Compare and contrast how different cultures adapt to, modify, and have an impact on their physical environment (e.g., the use of natural resources, farming techniques or other land use, recycling, housing, clothing, and physical environmental constraints and hazards).

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index in the upper right-hand corner, then click “S” to go to “Student Assessment,” then click on “State**

**NOTE:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP). Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

**THE ARTS**  
**OAC 210:15-3-119**  
**VISUAL ART**

**Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol).**

1. Describe and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork, and the artworks of others. 2. Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, perspective, overlap, negative, positive, size, color) in personal artwork, and the artworks of others. 3. Know how works of art are made with respect to the materials, media, techniques, and sources of ideas. 4. Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes). (📖)

**Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.**

1. Describe and place a variety of specific significant art objects by artist, style and historical and cultural context. (📖)
2. Identify themes and purposes of works of art and artifacts in history and culture. (📖)
3. Identify how the visual arts are used by artists in today's world, including the popular media of advertising, television, and film (e.g., illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, photographer). (📖)
4. Communicate in-depth knowledge gained through integrated study of a visual art theme, historical period, or event. (📖)

**Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.**

1. Make original works of art using a variety materials (media), and techniques (skills), and sources for ideas.
2. Use observation, memory and imagination in making original works of art.
3. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
4. Apply knowledge of a basic art vocabulary through experiences in making original works of art.
5. Demonstrate a basic knowledge of media, techniques and processes in: Painting media: tempera, watercolor, oil, and acrylic. processes: wet-on-wet, wet-on-dry, wash, resist, sponge. Sculpture or media: paper, papier-mâché, clay, plaster, cardboard, wood, Architecture found objects, beads, sand, wire. processes: carving, constructing, and assembling. Drawing media: pencils, colored pencils, markers, chalks, crayons, oil-pastels, processes: sketching, contour line, hatching, crosshatching. Printmaking media: printing ink, styrofoam, stencil, found objects. processes: relief, silkscreen, and monoprint. Fiber Arts media: cloth, yarn, ribbon, found objects, paper, and rope. processes: weaving, stitchery, braiding, and basketry.

**Standard 4: Visual Art Appreciation - The student will learn to appreciate visual art as a vehicle of human expression.**

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

## GENERAL MUSIC

### Standard 1: Language of Music - The student will read, notate and interpret music.

1. Define and use correct terminology to identify and discuss the elements of music including:
  - a. Melody (steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale (five-tone scale)).
  - b. Rhythm (even and uneven rhythm patterns, syncopation, triplets, dotted rhythms).
  - c. Harmony (partner songs, countermelody, descant, major and minor chords).
  - d. Form (AB, ABA, round, rondo, introduction, coda, interlude, verse and refrain, prelude).
  - e. Tone Color - sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, etc. and ranges (soprano, alto, tenor, bass).
  - f. Pitch (high and low).
  - g. Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).
  - h. Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).
2. Use a system of syllables, numbers or letters to demonstrate basic notation:
  - a. Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, dotted quarter note, syncopation, 2/4, 3/4, 4/4, 6/8).
  - b. Melodic (diatonic scale, treble clef, bass clef).
3. Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness) and phrasing for expressive purpose in performing music.
4. Identify visually and aurally:
  - a. instrumental ensembles (marching band, symphony orchestra, jazz band).
  - b. families of orchestral instruments (strings, woodwinds, brass, and percussion).

- c. classification of voice ranges (soprano, alto, tenor, bass).
5. Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).

**Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.**

1. Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
2. Recognize, describe and listen to music from a variety of:
  - a. Styles (jazz, mariachi band, opera, musical, call-response);
  - b. Periods (Baroque, Classical, Romantic, Impressionism and Contemporary);
  - c. Cultures including European, Native American, African American, Hispanic, and Asian.
3. Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (patriotic, orchestral, band and folk). (📖)
4. Identify and describe roles of musicians in various music settings and cultures.

**Standard 3: Music Expression - The student will perform, compose, improvise and arrange a variety of music within specified guidelines.**

1. Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
2. Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
3. Respond to the beat or rhythm in music by clapping, playing classroom instruments.
4. Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
5. Play simple melodies on instruments, such as bells or xylophones.
6. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
7. Respond to unfinished short melodic patterns using voice or classroom instruments.

8. Perform solos and with groups.
9. Sing two-part rounds, partner songs/ostinatos.
10. Identify uses of music in everyday life (film, television, background music, and commercials).

**Standard 4: Music Appreciation - The student will learn to appreciate music and extend listening beyond music currently familiar to the student.**

1. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
2. Demonstrate respect for music performed by the student, by other students and professional performers.
3. Use appropriate terms to explain preferences for musical works and styles.
4. Identify criteria for evaluating a musical composition or a musical performance.

**NOTE:** Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

## WORLD LANGUAGES

### OAC 210:15-3-135

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

### **Novice Level Range**

#### **Grades 4-12**

#### **Goal 1: Communication**

##### **Communicate in Languages Other Than English**

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

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, calendar, time, food and customs, transportation, travel, professions, and work*

*Novice Level learners are typically in Levels I-II (see descriptions in the Overview).*

**Standard 1.1: Interpretive Communication - Listening/Reading/Viewing Students will understand and interpret written and spoken language on a variety of topics.**

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

*By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.*

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

1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
2. Understand key words in written material such as advertisements, schedules, and menus.

3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.
4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.
5. Respond to simple commands, familiar vocabulary, and language structures.

**Performance Guidelines: *What characterizes Novice Level learners' performance in listening, reading and viewing?***

Learners in the Novice Level Range:

- A. Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.
- B. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- C. Rely on personal background experience to assist in comprehension.
- D. Rely on repetition for understanding.
- E. Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

Interpretive Tasks

- Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).
- Read and understand simple official forms (e.g., hotel registration, passport and visa applications).

- Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.
- Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.
- Read advertisements from authentic magazines and list all of the cognates found in the ads.
- Listen to authentic songs and write the main ideas expressed.
- Listen to a conversation of two native speakers. Answer simple comprehension questions in English.
- Listen to a simple story several times. Then draw what happened in the story.

**Standard 1.2: Interpersonal Communication - Speaking/Writing Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.**

*By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.*

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:

1. Initiate greetings, introductions, and leave-taking.

2. 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.
3. Express personal needs, preferences, and feelings.
4. Initiate simple commands.

**Performance Guidelines: *What characterizes Novice Level learners' performance in person-to-person speaking and writing?***

Learners in the Novice Level Range:

- A. Use memorized phrases and short sentences when communicating.
- B. Use words and phrases primarily as lexical items without awareness of grammatical structure.
- C. Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.
- D. Rely on visual aids, gestures and repetitions to enhance communication.
- E. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
- F. Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.
- G. Are understood primarily by those very accustomed to interacting with language learners.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

Interpersonal Tasks

- Make five statements about yourself to a partner who must then agree or disagree with your self-perception.

- Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.
- Ask/Answer questions with a partner about the age and names of family members.
- Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.
- Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.
- Introduce friends and family members to others.

**Standard 1.3: Presentational Communication - Speaking/Writing**

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

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

*By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.*

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

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

**Performance Guidelines: *What characterizes Novice Level learners' performance in spoken and written presentations?***

Novice Level learners will:

- A. Use memorized, short phrases and sentences in oral and written presentations based on familiar material.
- B. Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.
- C. Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.
- D. Reproduce familiar material in written presentations.
- E. Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.
- F. Are understood primarily by those very accustomed to interacting with language learners.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

Presentational Tasks

- Give short, simple directions to a person about how to get to the grocery store from your school parking lot.
- Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.
- Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.
- Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.

- Use a highly practiced vocabulary and visuals; retell a children’s story to the class or group.

## **Goal 2: Cultures**

### **Gain Knowledge and Understanding of Other Cultures**

#### **Standard 2.1: Practices of Culture**

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

**Progress Indicators: *What are Novice Level learners able to do in the target language?***

Learners in the Novice Level Range will:

1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.
2. Identify some customs and traditions such as celebrations and holiday practices of the target culture. 📖
3. Participate in cultural activities such as games, songs, and dances of the target culture.
4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members. 📖
5. Recognize and explore the process of stereotyping other cultures. 📖

**Performance Guidelines: *What characterizes the Novice Level learners’ performance in communicating about cultural practices in the target language?***

Learners at the Novice Level:

- A. Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.
- B. Use memorized phrases and short sentences when communicating in spoken or written formats.

- C. Rely on visual aids, gestures, and repetition to enhance comprehensibility.
- D. Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.
- E. Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own.
- F. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.
- Write your key-pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key-pal to respond with lists of personal interests.
- Identify and illustrate or perform a traditional custom or celebration.
- Initiate and respond to formal and informal telephone calls.

**Standard 2.2: Products of Culture Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.**

**Progress Indicators: *What are Novice Level learners able to do in the target language?***

1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture. 📖
2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts. 📖

3. I identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports. 📖
4. Identify countries, regions, and geographic features where the target language is spoken. 📖
5. Extract samples of the culture's perspectives from popular media in the target culture. 📖

**Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural products in the target language?***

Learners at the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.
- B. Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.
- C. Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.
- D. Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.
- E. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Recite a poem/sing a song of the target language.
- Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.
- Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.

### **Goal 3: Connections**

#### **Connect with Other Disciplines and Acquire Information**

##### **Standard 3.1: Interdisciplinary Studies**

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

##### **Progress Indicators: *What will Novice Level learners be able to do in the target language?***

1. 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 target language classroom.
2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

##### **Performance Guidelines: *What characterizes the performance of Novice Level learners?***

Learners in the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating about selected content areas.
- B. Rely on visual aids, gestures and repetitions to enhance communication about other content areas.
- C. Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.
- D. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- E. Rely on personal background experience to assist in comprehension.
- F. Rely on repetition for understanding.
- G. Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Use currency of the target culture to make change using bills and coins.
- Prepare a healthy menu using typical foods of the target culture.
- Use authentic instruments of the target culture to explore music and rhythms.
- Learn the solar system, parts of a plant, life cycle of a butterfly.

**Standard 3.2: Distinctive Viewpoints**

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

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines). 📖
2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture. 📖

***Performance Guidelines: What characterizes the performance of Novice Level learners?***

Learners in the Novice Level Range will:

- A. Understand general oral and written information when enhanced by illustrations within highly predictable contexts.
- B. Increase their comprehension by looking for and recognizing key words or phrases.

- C. Rely on personal background information to help in understanding something they read or hear.
- D. Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.
- E. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.
- Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.
- Use authentic sources to identify the current popular products of the target culture.

**Goal 4: Comparisons**

**Develop Insight into the Nature of Language and Culture**

**Standard 4.1: Language Comparisons**

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

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.
2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.

3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.
4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.

**Performance Guidelines: *What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

- A. Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Create a graphic organizer to compare language structures in English and the target language.
- Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.
- Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.

**Standard 4.2: Culture Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Identify similarities and differences in verbal and nonverbal behavior between cultures.
2. Recognize cross-cultural similarities and differences in the practices of the culture studied. 📖
3. Identify cross-cultural similarities and differences in the products of the culture studied. 📖

4. Recognize cross-cultural similarities and differences in the perspectives within the target culture. 📖

**Performance Guidelines: *What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range:

- A. Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own. 📖

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.
- Identify the significance of signs and symbols in the target culture.
- Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.
- Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.
- Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.

**Goal 5: Communities**

**Participate in Multilingual Communities at Home and Around the World**

**Standard 5.1: School and Community Students will use the language both within and beyond the school setting. Progress Indicators:**

***What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

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

**Performance Guidelines: *What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

- A. Use memorized phrases or short sentences with very familiar topics.
- B. Write simple tasks, such as short messages or notes.
- C. Be accurate in pronunciation when presenting well-rehearsed materials.
- D. Understand general information when enhanced by visuals or gestures.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Keep an in-class log or chart of personal encounters with the target language outside of the school.
- Establish a pen-pal/key-pal correspondence with someone from the target culture.
- Locate/visit stores within the community that cater to the target culture.
- Listen to radio broadcasts and list recognizable words from the target culture.
- Teach basic expressions and level-appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.

**Standard 5.2: Personal Enrichment**

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

**Progress Indicators: *What will Novice Level learners be able to do in the target language?***

Learners in the Novice Level Range will:

1. Demonstrate a willingness to interact with native speakers.
2. Discover and explore a variety of entertainment sources representative of the target culture.
3. Identify current issues of interest within the target culture. 📖
4. Discover and explore samples of art, literature, music, representative of the target culture.



**Performance Guidelines: *What characterizes Novice Level learners' performance?***

Learners in the Novice Level Range will:

- A. Be understood primarily by those very accustomed to interacting with language learners.
- B. Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.
- C. Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.
- D. Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.

**Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?***

- Use Web sites in the target language to make plans for a vacation in the target culture.
- Select an audio clip of favorite music in the target language and share it with other members of the class.
- Attend cultural events of the target culture within the community.
- Visit art exhibits of artists from the target culture.
- Learn a dance of the target culture and host a dance with music only from the target culture.

**NOTE:** Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.