# WGS 5th Grade Report Card and Standard Crosswalk

**Bookmarks**: LITERACY MATH SOCIAL STUDIES SCIENCE

| LITERACY | | | | |
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| **Reading**: Reading standards K-12 | | | | |
| **Report Card** | MLR standard and **grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| Know and apply strategies when reading grade-level words (R3) | R3: Know and apply grade-level phonics and word analysis skills in decoding words.<br>**R3.5: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.** | | | |
| Summarize texts including key details and quotes to support the central idea(s) and make logical inferences (R4, 5) | R4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from texts<br>**R4.5: Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.**<br><br>R5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text<br>**R5.5a:Summarize texts, including theme and character development.**<br>**R5.5b: Summarize texts, including how the key details support two or more central ideas.** | | | |
| Explain how the organization and structure contribute to the meaning of the text as a whole (R6, 8, and 10) | R6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br>**R6.5a. Analyze how two or more characters, settings, or events in a story are related, drawing on specific details in the text (e.g., how characters interact).**<br>**R6.5b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text.**<br><br>R8: Analyze the structure of various texts, including how features and components relate to each other and the whole<br>**R8.5a. Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.**<br>**R8.5b. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts on the same topic.**<br><br>R10: Evaluate the argument and specific claims in various texts.<br>**R10.5a. Trace the organization and development of a claim in a text.**<br>**R10.5b. Determine the effectiveness of an author's or character's claim.** | | | |
| Use strategies to understand the meaning of words and phrases in a text (R7) | R7: Interpret words and phrases as they are used in various texts, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone<br>**R7.5a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.**<br>**R7.5b. Initiate strategies to determine meaning of domain-specific words and phrases.** | | | |

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| Analyze content and themes across various texts (R9, 11) | R11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).<br>**R11.5a. Analyze how diverse forms and their features contribute to the meaning, tone, and author's intent of a text.**<br>**R11.5b. Compare and contrast how two or more authors of the same text type interpret similar themes and topics.**<br>**R11.5c. Draw on information presented in various texts in order to answer a question or to solve a problem.**<br><br>R9: Assess how perspective or purpose shapes the content and style of various texts.<br>**R9.5a. Describe how a narrator's or speaker's point of view influences how events are described in various contexts.**<br>**R9.5b. Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.** | | | |
| Read various on-level texts with purpose, understanding, and accuracy (R12) | R12: Read with sufficient accuracy and fluency to support comprehension<br>**R12.5a. Read with sufficient accuracy and fluency to support comprehension.**<br>**R12.5b. Reads various on-level text with purpose and understanding.**<br>**R12.5c. Use context to confirm or self-correct word recognition.** | | | |
| **Speaking and Listening**: Speaking & Listening K-12 | | | | |
| **Report Card** | MLR standard and **grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| Engage effectively in collaborative discussions (SL1, 2) | SL1: Prepare for and participate in conversations across a range of topics, types, and forums, and building on others' ideas and expressing their own.<br>**SL1.5a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**<br>**SL1.5b. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**<br>**SL1.5c. Follow agreed-upon rules for discussions and carry out assigned roles.**<br>**SL1.5d. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**<br>**SL1.5e. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**<br><br>SL2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.<br>**SL2.5a. Summarize a written text read aloud or information presented in diverse media and formats,**<br>**SL2.5b. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.** | | | |
| Present knowledge and ideas clearly and accurately (SL3, 4) | SL3: Present information and supporting evidence appropriate to task, purpose and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.<br>**SL3.5a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**<br>**SL3.5b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when** | | | |

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| | **appropriate to enhance the development of main ideas or themes.**<br><br>SL4: Adapt speech to a variety of contexts, audiences, and communicative tasks.<br>**SL4.5 Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register. (See grade 5 Language standards 1 and 3 for specific expectations.)** | | | |
| **Language**: Language K-12 | | | | |
| **Report Card** | MLR standard and **grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| Apply grammar rules when writing or speaking (L1) | L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<br>**L1.5a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.**<br>**L1.5b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.**<br>**L1.5c. Use verb tense to convey various times, sequences, states, and conditions.**<br>**L1.5d. Recognize and correct inappropriate shifts in verb tense.**<br>**L1.5e. Use correlative conjunctions (e.g., *either/or, neither/nor*).** | | | |
| Use spelling and conventions consistently when writing or speaking (L2, 3) | L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>**L2.5a. Use punctuation to separate items in a series.**<br>**L2.5b. Use a comma to separate an introductory element from the rest of the sentence.**<br>**L2.5c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve*?).**<br>**L2.5d. Use underlining, quotation marks, or italics to indicate titles of works.**<br>**L2.5e. Spell grade-appropriate words correctly, consulting references as needed.**<br><br>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.<br>**Use knowledge of language and its conventions when writing, speaking, reading, or listening:**<br>**L3.5a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**<br>**L3.5b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.** | | | |
| Use strategies to determine the meaning of unknown words and phrases (L4, 5) | L4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.<br>**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies:**<br>**L4.5a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**<br>**L4.5b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).**<br>**L4.5c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**<br><br>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. | | | |

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| | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:**<br>**L5.5a. Interpret figurative language, including similes and metaphors, in context.**<br>**L5.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.**<br>**L5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.** | | | |
| Acquire and use a range of appropriate grade-level vocabulary when speaking and writing (L6) | L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.<br>**L6.5 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).** | | | |
| **Writing**: Writing K-12 | | | | |
| **Report Card** | MLR standard and **grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| Conduct research, summarize notes, and list sources (W1) | W1:Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.<br>**W1.5a. Investigate and generate questions by participating in research that builds varied knowledge about a topic.**<br>**W1.5b. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.**<br>**W1.5c. Summarize or paraphrase notes on sources and sort information into provided categories.**<br>**W1.5d. Provide a list of sources.** | | | |
| Develop, organize, and strengthen writing to communicate a topic or story (W2, 3) | W2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.<br>**W2.5a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.**<br>**W2.5b. With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.**<br><br>W3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose while avoiding plagiarism.<br>**W3.5a. Produce writing to communicate clearly and organize increasingly complex pieces with introductions, bodies including details and conclusions.**<br>**W3.5b. Develop the topic with relevant, logically ordered supporting details.**<br>**W3.5c. Use developmentally appropriate linking words and phrases with increasing complexity.**<br>**W3.5d. Use precise vocabulary/word choice.**<br>**W3.5e. Provide a sense of closure that is related to the ideas presented.** | | | |
| <not included on report card> | W2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.<br>**W2.5c. Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.** | | | |

| MATHEMATICS | | | | |
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| **Reasoning with Numbers (Quantitative)**: Quantitative Reasoning (MLR PDF) | | | | |
| **Report Card** | **MLR standard and grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| Understand place value to round, compare, and work with whole numbers and decimals (QR.C.8) | QR.C.8 Understand the place value system.<br>**5.NBT.A.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**<br>**5.NBT.A.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.**<br>**5.NBT.A.3: Read, write, and compare decimals to thousandths.**<br>**5.NBT.A.3a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).**<br>**5.NBT.A.3b: Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**<br>**5.NBT.A.4: Use place value understanding to round decimals to any place** | | | |
| Add and subtract with multi-digit whole numbers and decimals (QR.C.7) | QR.C.7 Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers and decimals to hundredths.<br>**5.NBT.B.5: Fluently multiply multi-digit whole numbers using the standard algorithm.**<br>**5.NBT.B.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**<br>**5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, money and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.** | | | |
| Multiply and divide with multi-digit whole numbers and decimals (QR.C.7) | | | | |
| Add and subtract fractions with like and unlike denominators (QR.C.11) | QR.C.11 Use equivalent fractions as a strategy to add and subtract fractions.<br>**5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)**<br>**5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.** | | | |
| Multiply and divide fractions (QR.C.12) | QR.C.12 Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. | | | |

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| | **5.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.**<br>**5.NF.B.4a: Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd).**<br>**5.NF.B.4b: Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.**<br>**5.NF.B.3: Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?**<br>**5.NF.B.5: Interpret multiplication scaling (resizing), by:**<br>**5.NF.B.5a: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**<br>**5.NF.B.5b: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.**<br>**5.NF.B.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem**<br>**5.NF.B.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.**<br>**5.NF.B.7a: Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.**<br>**5.NF.B.7b: Interpret division of a whole number by a unit fraction and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.**<br>**5.NF.B.7c: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?** | | | |
| **Reasoning with Operations (Algebraic)**: Algebraic Reasoning (MDOE PDF) | | | | |
| **Report Card** | **MLR standard and grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| Write and interpret numerical | AR.C.7 Write and interpret numerical expressions.<br>**5.OA.A.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.**<br>**5.OA.A.2: Write simple expressions that record calculations with numbers and interpret numerical** | | | |

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| expressions using the order of operations (AR.C.7) | **expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product** | | | |
| Generate and analyze patterns (AR.C.8) | AR.C.8 Identify, explain, generate and analyze patterns.<br>**5.OA.B.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.** | | | |
| **Reasoning through Geometry**: Geometric Reasoning (MDOE PDF) | | | | |
| **Report Card** | **MLR standard and grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| Classify two-dimensional figures based on their properties (GR.C.2) | GR.C.2 Analyze, compare, create, and compose shapes based on their attributes.<br>**5.G.B.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.**<br>**5.G.B.4: Classify two dimensional figures in a hierarchy based on properties. (e.g., all rectangles are parallelograms, because they are all quadrilaterals with two pairs of opposite sides parallel.)** | | | |
| Graph positive points to solve problems (GR.C.4) | GR.C.4 Graph points on the coordinate plane to solve real-world and mathematical problems.<br>**5.G.A.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).**<br>**5.G.A.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.** | | | |
| **Reasoning through Data and Statistics**: Statistical Reasoning (PDF) | | | | |
| **Report Card** | **MLR standard and grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| Convert measurements (SR.C.5) | SR.C.5 Solve problems involving measurement, conversion of measurement and estimation of intervals of time, liquid volumes, and masses of objects.<br>**5.MD.A.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.** | | | |
| Generate and interpret whole and fractional data (SR.C.6) | SR.C.6 Represent and interpret data.<br>**5.MD.B.2: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.** | | | |

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| Understand and calculate volume (SR.C.7) | SR.C.7 Understand concepts of Geometric measurement: involving perimeter, area, and volume<br>**5.MD.C.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.**<br>**5.MD.C.3a: A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.**<br>**5.MD.C.3b: A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.**<br>**5.MD.C.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non -standard units.**<br>**5.MD.C.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. When finding volumes of objects answers will be in cubic units.**<br>**5.MD.C.5a: Find the volume of a right rectangular prism with whole -number edge lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole -number products as volumes, e.g., to represent the associative property of multiplication.**<br>**5.MD.C.5b: Apply the formulas V = l × w × h and V = B × h (where B stands for the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.**<br>**5.MD.C.5c: Recognize volume as additive. Find volumes of solid figures composed of two non overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.** | | | |

| **SOCIAL STUDIES** | | | | |
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| **No subheadings (domain/clusters as reporting attributes)**: (Civics & Government, Personal Finance & Economics, Geography, History) | | | | |
| **Report Card** | **MLR standard and grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| CIVICS AND GOVERNMENT | Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.<br>**5th grade Performance Expectation:**<br>**Civics & Government 1: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining that the structures and processes of government are described in documents, including the Constitution of the United States.**<br>**Civics & Government 2: Students understand the basic ideals, purposes, principles, structures, and processes of democratic government in Maine and the United States by explaining and giving examples of governmental structures including the legislative, executive, and judicial branches at national levels of government.**<br>**Civics & Government 3: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.**<br>**Civics & Government 4: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good, including engaging in civil disobedience.**<br>**Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.**<br>**Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures.**<br>*****currently under revision***** | | | |
| GEOGRAPHY | Standard: Students draw on concepts and processes from geography to understand issues involving people, places, and | | | |

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| | environments in the community, Maine, the United States, and the world.<br>**5th grade Performance Expectation:**<br>**<u>Geography 1:</u> Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools including digital mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions.**<br>**<u>Geography 2:</u> Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and non-print sources. ***<br>**<u>***currently under revision***</u>** | | | |
| HISTORY | Standard: Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.<br>**5th grade Performance Expectation:**<br>**<u>History 1:</u> Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. * Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation. ***<br>**<u>History 2:</u> Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.**<br>**<u>***currently under revision***</u>** | | | |
| PERSONAL FINANCE AND ECONOMICS | Standard: Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.<br>**5th grade Performance Expectation:**<br>**<u>Personal Finance</u>: Students understand the principles and process of personal finance by describing situations in which choices are related to the use of financial resources and financial institutions.**<br>**<u>Economics</u>: Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human, and capital resources, as well as collaborating to make a decision. ***<br>**<u>Global Connections</u>: Students understand economic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by explaining economic processes, economic institutions, and economic influences related to Maine Native Americans and various cultures in the United States and the world.**<br>**<u>***currently under revision***</u>** | | | |

| **SCIENCE** | | | | |
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| **No subheadings (domain/cluster as part of reporting attributes)**: Elementary standards | | | | |
| **Report Card** | **MLR standard and grade-level performance expectation(s)** | **Trimester 1** | **Trimester 2** | **Trimester 3** |
| PHYSICAL | PS1: Matter and Its Interactions | | | |

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| SCIENCE: Properties and States of Matter | **5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. Further Explanation: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water. Investigate the science behind creating Maine maple sugar.**<br>**5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. Further Explanation: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances. Investigate the conservation of mass when making fake snow and how the crystals form.**<br>**5-PS1-3 Make observations and measurements to identify materials based on their properties. Further Explanation: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property. Possibly examine Maine minerals**<br>**5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.**<br><br>PS2: Motion and Stability: Forces and Interactions<br>**5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down. Further Explanation: "Down" is a local description of the direction that points toward the center of the spherical Earth.**<br><br>PS3: Energy<br>**5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, and motion, and to maintain body warmth) was once energy from the sun. Further Explanation: Examples of models could include diagrams, and flow charts.** | | | |
| LIFE SCIENCE: Plant and Animal Ecosystems | LS1: From Molecules to Organisms: Structures and Processes<br>**5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. Further Explanation: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil. Investigate Maine plants.**<br><br>LS2: Ecosystems: Interactions, Energy, and Dynamics<br>**5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Further Explanation: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth. Utilize Maine or Atlantic plants and animals to develop a model of a food chain or web.** | | | |
| EARTH AND SPACE SCIENCE: Earth's Spheres and Space | ESS1: Earth's Place in the Universe<br>**5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.**<br>**5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Further Explanation: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.**<br><br>ESS2: Earth's Systems<br>**5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Further Explanation: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather** | | | |

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| | **and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.**<br>**5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.**<br><br>ESS3: Earth and Human Activity<br>**5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.** | | | |
| APPLICATIONS OF SCIENCE | Engineering, Technology, and Applications of Science (ETS)<br>ETS1: Engineering Design<br>**3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**<br>**3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**<br>**3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.** | | | |